

Unit 8 - The Modern America

Content Area: **History**
Course(s):
Time Period: **Marking Period 4**
Length: **4 Weeks**
Status: **Published**

Unit Overview - Objectives

Artists will be able to:

- Understand how we, as citizens, come to form our own opinions and political stances.
- Evaluate how the media that we consume affects our opinions and stances on politics in America, and abroad.
- Understand how political scientists work and come to conclusions on politics in America.
- Understand what polarization in America is.
- Evaluate how polarization damages political, and social progress.

Essential Questions

- Type Question 1
- Type Question 2

Unit Standards

State Mandated Topics Addressed in this Unit:

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35: A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

SOC.6.1.12

U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

SOC.6.1.12.2

Revolution and the New Nation (1754-1820s)

SOC.6.1.12.5	The Development of the Industrial United States (1870-1900)
SOC.6.1.12.6	The Emergence of Modern America (1890-1930)
SOC.6.1.12.9	Contemporary United States (1970-Today)
SOC.6.1.12.A.2	Civics, Government, and Human Rights
SOC.6.1.12.A.2.e	Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.
SOC.6.1.12.A.8	Civics, Government, and Human Rights
SOC.6.1.12.A.8.c	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
SOC.6.1.12.A.14	Civics, Government, and Human Rights
SOC.6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
SOC.6.1.12.B.2	Geography, People, and the Environment
SOC.6.1.12.B.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.6.1.12.B.5	Geography, People, and the Environment
SOC.6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
SOC.6.1.12.D.2	History, Culture, and Perspectives
SOC.6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
SOC.6.1.12.D.14	History, Culture, and Perspectives
SOC.6.1.12.D.14.b	Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.
SOC.6.1.12.D.16	History, Culture, and Perspectives
SOC.6.1.12.D.16.c	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

Instructional Resources

- Library of Congress Primary Documents
- CommonLit
- Divided States of America, PBS documentary available online.
- Google Docs for essays and research assignments.
- Google Slides for presentations.
- Other multimedia resources will be utilized throughout the unit as appropriate.
- Stockton University Professor of Political Science (or equivalent if able to be procured by teacher for a Skype or Zoom interview.)
- Teacher generated notes on Docs and Slides.
- Use of Chromebooks for online research, readings, and assignments.

Learning Path - Assessments

Formative Assessments

- Activities
- Class Debate and Discussion
- Class work
- Lesson Exit/Entrance Tickets
- Lesson Graphic Organizer
- Socratic Seminar
- Student Work Sample
- Teacher Collected Data
- Teacher observation
- Type Additional Formative Assessment Here

Unit/Summative Assessments

- Essays
- Final Cumulative Projects
- Homework
- Quizzes/Tests