

RIVER DELL REGIONAL SCHOOL DISTRICT



Content: American History 1875-Present

Course: US History II

Alignment: 2020 NJSLS

BOE Born on date: September 2022

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Introduction

US History II examines the social, economic, technological, and political changes that develop as the United States becomes an increasingly more powerful nation and a world leader. The course traces US foreign policy from Imperialism through the modern era and examines how social change during that time shifted domestic policy on issues related to gender, race, and class.

Mission

River Dell's curricula is designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and work in a global society as active citizens and community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and support their progression through varied levels of programming, assisting them to mature into their authentic selves.

Vision:

This course is important for students because it will help students 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 core democratic values as productive citizens in local, national, and global communities.

Scope and Sequence:

The course is organized around 5 units designed to establish the critical importance of knowledge and awareness of politics, economics, geography, and culture on a global scale. The sequence of units highlights the importance of understanding the past and key historical concepts, from various perspectives combining civic ideals and participatory citizenship.

Unit I: (3 Weeks)

- Course Introduction and Review of Era 6 The Emergence of Modern America: Progressive Reforms (1890–1930)

Unit II: (4 Weeks)

- Era 7 The Emergence of Modern America: World War I (1890–1930)
- Era 8 The Emergence of Modern America: Roaring Twenties (1890–1930)

Unit III: (9 Weeks)

- Era 9 The Great Depression and World War II: The Great Depression (1929–1945)
- Era 10 The Great Depression and World War II: New Deal (1929–1945)
- Era 11 The Great Depression and World War II: World War II (1929–1945)

Unit IV: (12 Weeks)

- Era 12 Postwar United States: Cold War (1945 to early 1970s)
- Era 13 Postwar United States: Civil Rights and Social Change (1945 to early 1970s)

Unit V: (6 Weeks)

- Era 14 Contemporary United States: Domestic Policies (1970–Today)
- Era 15 Contemporary United States: International Policies (1970–Today)
- Era 16 Contemporary United States: Interconnected Global Society (1970–Today)

Technology

Technology integration is the seamless and effective use of 21st Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

Standards 8.1 Computer Science

- Computer Science, previously a strand entitled ‘Computational Thinking: Programming’ in standard 8.2 of the 2014 NJSLS-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

- This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

New Jersey Administrative Code Summary and Statutes:

The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.

Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first Century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every Board of Education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every Board of Education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

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.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS):

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Climate Change *(This will be modified based off of content)*

Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them

understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

Unit I Era 6: Course Introduction & The Emergence of Modern America Progressive Reform (3 Weeks)

Core Ideas	<ul style="list-style-type: none"> • Social and political systems throughout time have promoted and denied civic virtues and democratic principles. • Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change to promote the common good and strive to protect citizens' rights. • There are multiple and complex causes and effects of historical events. • Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. 		
Essential Questions	<ul style="list-style-type: none"> • What was the Progressive movement all about? What reforms did they attempt? • How successful were Progressives in achieving their goals? (4 amendments added to the Constitution). • How are today's "Progressive" initiatives similar to and different from those of 100 years ago? • What arguments were used to justify and condemn American Imperialism? 		
Enduring Understanding	<ul style="list-style-type: none"> • An expanding market for international trade promoted policies that resulted in America emerging as a world power. The US used war and intimidation to acquire colonies and foreign markets. Debates raged concerning the proper role of the US in the world. • Support for American Imperialism was fueled by domestic surpluses, Social Darwinism and international competition in economics, politics, and military supremacy. Populist and Progressive reform movements promoted government efforts to address problems created by rapid industrialization, farmers' dilemmas, immigration, and unfair treatment of women, children, and minority groups. 		
Practice	Gathering and evaluating sources.		
Performance Expectations	<ul style="list-style-type: none"> • Identify the key ideas in the Progressive movement and the Populist movement. • Compare the Progressive movement and the Populist movement to interpret their impact on American culture and economy • Evaluate the extent to which the national interests and foreign policies of Presidents McKinley, T. Roosevelt, Taft, and Wilson adhered to or conflicted with American ideals of freedom and self-determination (i.e., Spanish American War, Annexation of Hawaii, Roosevelt Corollary to Monroe Doctrine, Panama Canal Dollar Diplomacy (Latin America), Open Door Policy (Asia), Immigration quotas. • Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. • Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations. • Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.1.12.CivicsDP.5.a 6.1.12.CivicsDP.6.a 6.1.12.CivicsDP.6.b 6.1.12.CivicsDP.7.A 6.1.12.CivicsPR.6.a 6.1.12.GeoHE.5.a 6.1.12.GeoHE.6.a 6.1.12.GeoPP.5.a 6.1.12.EconEM.6.a 6.1.12.HistoryCC.6.c 6.1.12.HistoryCA.6.a 6.1.12.HistoryUP.5.a 6.3.12.GeoGI.1: 6.3.12.EconGE.1 RH.11-12.1 RH.11-12.2	<ul style="list-style-type: none"> • Identify the key ideas in the Progressive movement and the Populist movement. • Compare the Progressive movement and the Populist movement to interpret their impact on American culture and economy • Evaluate the extent to which the national interests and foreign policies of Presidents McKinley, T. Roosevelt, Taft, and Wilson adhered to or conflicted with American ideals of freedom and self-determination (i.e., Spanish American War, Annexation of Hawaii, Roosevelt Corollary to Monroe Doctrine, Panama Canal Dollar Diplomacy (Latin America), Open Door Policy (Asia), Immigration quotas. 	<ul style="list-style-type: none"> • Graded class discussion • Primary and secondary source analysis • Spanish American War WebQuest • Spanish American War Letter to the Editor Essay • Progressivism Quiz • Lecture • The Industrial Workforce Reading, The Industrial Workforce Questions 	<ul style="list-style-type: none"> • <i>Ed My Friend in Learning: Online textbook Modules 14 & 15</i> • Teacher created resources (lecture notes, Power Points Progressive and Imperialist Presidents) <p>Primary/Secondary Sources:</p> <ul style="list-style-type: none"> • (Muckraker resources, McKinley speech to Congress The Monroe Doctrine , Imperialism in Hawaii, The Dark History of the Overthrow of Hawaii (AAPI perspective) Library of Congress: Immigration and Relocation Resources Chinese Exclusion Act of 1882) Iron Jawed Angels: Picketing the Wilson

<p>RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RST.11-12.1 RST.11-12.2 RST.11-12.4 RST.11-12.5 RST.11-12.6 RST.11-12.7 RST.11-12.9 WHST.11-12.5 WHST.11-12.6 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9 WHST.11-12.1</p>	<ul style="list-style-type: none"> • Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice. • Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. • Use primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation. • Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations. • Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action. • Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies. • Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment). • Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations. • Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities. 		<p>White House (Women's Suffrage), Brookings: Leaving All to Younger Hands (Inclusive history of the Women's Suffrage Movement)</p> <ul style="list-style-type: none"> • When did Sikhs come to America? Along with the • Bellingham Riots (anti-Sikh) Lesson Plan South Asian Muslim immigration video Angel Island Immigration Station 1910-1940 Angel Island video and lesson plan • Tape v. Hurley (1885) - overturns segregation for Chinese in CA, but then leads to schools for "Mongolians" to avoid integrating schools. • Video: Tape vs. Hurley • Sakadas - Filipino Contract Laborers in Hawaii (unionizing in sugar industry) 1906-1946 • Documentary on the Sakadas • AFL-CIO AAPI labor activists
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Key Vocabulary	Suffrage, Strike, protest, urban development, poverty, expansion, doctrine, robber barons, populism, progressivism, N.A.A.C.P., N.A.W.S.A., social gospel, muckrakers, income tax, income inequality, recall, referendum, initiative, direct primaries, labor, annexation, quota, unionization
Evidence of Learning	Assessments - graded debates, document-based questions, graded class discussions, multiple choice test, essays, public speaking, quizzes, and projects.
Interdisciplinary Connections	<p>ELA (document analysis)</p> <p>Science (Spread of disease in tenements, the role of natural disasters in city planning)</p> <p>Economics (Income inequality, income tax)</p> <p>RH.11-12.1</p> <p>RH.11-12.2</p> <p>RH.11-12.3</p> <p>RH.11-12.4</p> <p>RH.11-12.5</p> <p>RH.11-12.6</p> <p>RH.11-12.7</p> <p>RH.11-12.8</p> <p>RH.11-12.9</p> <p>RST.11-12.1</p> <p>RST.11-12.2</p> <p>RST.11-12.4</p> <p>RST.11-12.5</p> <p>RST.11-12.6</p> <p>RST.11-12.7</p> <p>RST.11-12.9</p> <p>WHST.11-12.5</p> <p>WHST.11-12.6</p> <p>WHST.11-12.7</p> <p>WHST.11-12.8</p> <p>WHST.11-12.9</p> <p>WHST.11-12.1</p>
Diversity, Equity, & Inclusion	The discipline of history explores the full range of the human experience in all its variety, so the study of history necessarily involves the exploration and expression of opinions on any number of topics. Students will be encouraged to develop an understanding of culturally diverse perspectives on American history, while engaging with diverse intellectual perspectives in the field. Suffrage movement (inherent racial bias in women's rights), labor Movement (union inclusion/lack of inclusion of people of color), Imperialism (Inherent racial bias in acquisition of colonies).
Career Readiness, Life Literacies, and Key Skills	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
Computer Science and Design Thinking	<p>8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs and risks, related to the use of the innovation</p> <p>8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.</p>
Social Emotional Learning	Social Awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
Differentiation	

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

Unit II Era 7 & 8: The Emergence of Modern America: World War I/The Roaring Twenties (1890-1930) (4 Weeks)

Core Ideas	<ul style="list-style-type: none"> • Advancements in technology, investments in capital goods, and human capital increase productivity, economic growth, and standards of living. • Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. • Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. • Human rights serve as a foundation for democratic beliefs and practices. • Human settlement activities impact the environmental and cultural characteristics of specific places and regions. • Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production. • There are multiple and complex causes and effects of events from the past. • Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. 		
Essential Questions	<ul style="list-style-type: none"> • Was World War I inevitable in 1914? • Should the United States fight wars to make the world safe for democracy? • Should a democratic government tolerate dissent during times of war and other crises? (Schenck v. United States, Abrams v. United States) • How does society respond politically, culturally, and economically to internal migration? • What role should the government play in the life of the individual? • What role should the government play in the economy? • What effect did “Laissez Faire” economic policies have on the economy of the 1920’s? • How did Prohibition affect the economy of the 1920’s? • How did the “superficial prosperity” of the 1920’s ultimately contribute to the huge economic downturn of the Great Depression? 		
Enduring Understanding	People develop systems to manage conflict and create order, such that conflict resolution often involves, in some combination, aggression, compromise, cooperation, and change. Individuals are affected by environmental, economic, social, cultural, and civic concerns. As the economic and political systems of nations become more interdependent, decisions made in one nation or region have both intended and unintended implications for all regions & nations.		
Practice	Seeking diverse perspectives. Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups Human rights serve as a foundation for democratic beliefs and practices		
Performance Expectations	<ul style="list-style-type: none"> • Understand the historical context in which the Red Scare occurred. • Evaluate the impact of the wartime Espionage and Sedition acts on Free speech guarantees of the First Amendment. • Analyze the impact of fear on society. • Recognize the long-range impact of policy decisions on internal affairs • Analyze the political, economic, and social ramifications of World War I on the home front • Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations. • Participate in a simulated meeting (e.g., President’s Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.1.12.EconET.8.a 6.1.12.HistoryCC.7.a 6.1.12.HistoryCC.8.a 6.1.12.HistoryCC.8.c 6.1.12.HistoryCC.8.b 6.1.12.HistoryCA.7.a 6.1.12.HistoryCA.7.b 6.1.12.HistoryCA.7.c 6.1.12.HistoryUP.7.a 6.1.12.GeoHE.8.a	<ul style="list-style-type: none"> • Understand the historical context in which the Red Scare occurred. • Evaluate the impact of the wartime Espionage and Sedition acts on Free speech guarantees of the First Amendment. • Analyze the impact of fear on society. • Recognize the long-range impact of policy decisions on internal affairs • Analyze the political, economic, 	<ul style="list-style-type: none"> • World War 1 WebQuest • European Alliances group activity • World War I Technology project (TedTalk) • Primary Source Analysis (Schenck v. the United States; Sacco & Vanzetti) • Roaring 20’s WebQuest • Secondary Source Analysis: Red Summer of 1919 • Harlem Renaissance Harlem Renaissance Webquest • Assessments: Debates, quizzes, essays tests, projects 	<ul style="list-style-type: none"> • <i>Ed My Friend in Learning: Online textbook Modules 16 & 17</i> • Teacher created resources: (lecture notes General Causes of World War I Power Point , WebQuests, Jigsaw activity, debates, evidence analyses, Comparing Persecution or Massacre Primary/Secondary Sources:

<p>6.1.12.CivicsHR.8.a 6.1.12.EconNM.7.a 6.1.12.EconNM.8.a 6.3.12.GeoGI.1 6.3.12.EconGE.1 RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RST.11-12.1 RST.11-12.2 RST.11-12.4 RST.11-12.5 RST.11-12.6 RST.11-12.7 RST.11-12.9 WHST.11-12.5 WHST.11-12.6 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9 WHST.11-12.1</p>	<p>and social ramifications of World War I on the home front</p> <ul style="list-style-type: none"> Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks. Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence. Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations. Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action. Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I. Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership. Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war. Evaluate the American government's 		<ul style="list-style-type: none"> LGBTQ culture in the Roaring 20's All Quiet on the Western Front 60 Minutes: The Tulsa Race Massacre Crash Course: The Harlem Renaissance Harlem Renaissance: 7 Artists You Should Know Milwaukee LGBTQ Community Center: The Harlem Renaissance Was as Gay as it Was Black Takao Ozawa & Bhagat Singh Thind v. US - Defining Race Tape v. Hurley, Lum v. Rice - School Segregation Lum v. Rice (1927) - Segregation of school applied to Asian Americans as well as Black Americans Expatriation Act 1907 and Anti-Miscegenation Laws Ibrahim Chowdry and Harlem Bengalis Novel Bengali Harlem Hollywood: Anna May Wong, Sessue Hayakawa, Yellowface, Fu Manchu
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	<p>response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).</p> <ul style="list-style-type: none"> Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries. 		
Key Vocabulary	Imperialism, Alliances, Militarism, Nationalism, no man's land, trench warfare, propaganda, civil liberties, civil rights, espionage, sedition, conscientious objector, draft, migration, epidemic, anarchy, socialism, communism, prohibition, quota, scandal, tariffs, automobile, discretionary income, credit, buying on margin, superficial prosperity, stocks, overproduction, conspicuous consumption, speculation, assimilation, segregation.		
Evidence of Learning	Assessments (essays, graded debates, document-based questions, graded class discussions, multiple choice test).		
Interdisciplinary Connections	<p>Economics: stock market, buying on margin, credit Science: agriculture: overproduction and its consequences Health: prohibition-physical dangers of consuming and producing alcohol. ELA: <i>The Great Gatsby</i> analysis; poetry analysis (Langston Hughes, Countee Cullen)</p> <p>RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RST.11-12.1 RST.11-12.2 RST.11-12.4 RST.11-12.5 RST.11-12.6 RST.11-12.7 RST.11-12.9 WHST.11-12.5 WHST.11-12.6 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9 WHST.11-12.1</p>		
Diversity, Equity, & Inclusion	<p>The discipline of history explores the full range of the human experience in all its variety, so the study of history necessarily involves the exploration and expression of opinions on any number of topics. Students will be encouraged to develop an understanding of culturally diverse perspectives on American history, while engaging with diverse intellectual perspectives in the field. Contribution by women and people of color to the War effort (Harlem Hellfighters, Nurses in WWI). Contribution by women to the advancement of women's rights (flapper culture, passage of the 19th Amendment). Contribution by people of color to the advancement of civil rights (Harlem Renaissance).</p>		

Career Readiness, Life Literacies, and Key Skills	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
Computer Science and Design Thinking	8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs and risks, related to the use of the innovation
Social Emotional Learning	Responsible Decision-Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning

		<ul style="list-style-type: none"> • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Use of timer or a clock to monitor time of student activity 	<p>opportunities within and outside of the school setting</p> <ul style="list-style-type: none"> • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit III: Eras 9, 10, 11: The Great Depression and World War II: The Great Depression/New Deal/WWII (1929–1945) (9 Weeks)

Core Ideas	<ul style="list-style-type: none"> Political and economic decisions throughout time have influenced cultural and environmental characteristics. Multiple economic indicators are used to measure the health of an economy. Governments and financial institutions influence monetary and fiscal policies Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. Complex interacting factors influence people's perspective. Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change to promote the common good and strive to protect human rights. Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities. Governments and financial institutions influence monetary and fiscal policies. Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. Social and political systems throughout time have promoted and denied civic virtues and democratic principles. Governments around the world support universal human rights to varying degrees. Economic ways of thinking are influenced by economists, economic theories, and economic laws. Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. There are multiple and complex causes and effects of historical events. Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. To better understand the historical perspective, one must consider historical context.
Essential Questions	<ul style="list-style-type: none"> What should the government's role be in the economy? Should the government regulate and promote morality? What role should the government play in the life of the individual? How does the role of powerful personalities change the world? How do entrenched political interests of different governments lead to conflict? What threats do totalitarian governments pose to free nations/peoples? What should the role of the United States be as a world power? What did the United States know about the holocaust and how did it respond?
Enduring Understanding	The economic boom of the 1920's was short-lived and followed by a severe, worldwide economic collapse. The Great Depression led to many social and political changes in the US as well as a rise of totalitarian governments that threatened the liberty and freedom of the citizens of the world which set the stage for a global war. The impact of WWII changed the United States role and foreign policy and is still felt in ongoing conflicts that continue to impact the global society.
Practice	<ul style="list-style-type: none"> Seeking Diverse Perspectives Engaging in Civil Discourse and Critiquing Conclusions
Performance Expectations	<ul style="list-style-type: none"> Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression. Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit). Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability. Explain how the government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health. Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System). Analyze how the actions and policies of the United States government contributed to the Great Depression. Explore the global context of the Great Depression and the reasons for the worldwide economic collapse. Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.

	<ul style="list-style-type: none"> • Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change to promote the common good and strive to protect human rights. • Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. • Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities. • Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. • Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. • Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC (Federal Deposit Insurance Corporation), NLRB (National Labor Relations Board), and Social Security). • Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment. • Construct a claim that evaluates the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society. Governments and financial institutions influence monetary and fiscal policies. • Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression. • Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today. • Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt). • Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment. Analyze how other nations responded to the Great Depression. • Social and political systems throughout time have promoted and denied civic virtues and democratic principles. • Governments around the world support universal human rights to varying degrees. • Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman). • Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. • There are multiple and complex causes and effects of historical events. • Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. • Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. • To better understand the historical perspective, one must consider historical context. • Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights. • Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. • Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them. • Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production. • Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life. • Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy. • Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II. • Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact). • Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of World War II. • Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. • Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. • Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations. • Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action
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NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
<p>6.1.12.GeoHE.9.a 6.1.12.EconNE.9.a 6.1.12.EconNE.9.b 6.1.12.EconNE.9.c 6.1.12.EconNE.9.d 6.1.12.HistoryCA.9.a 6.1.12.HistoryUP.9.a 6.1.12.CivicsPR.10.a 6.1.12.CivicsPR.10.b 6.1.12.GeoHE.10.a 6.1.12.EconEM.10.a 6.1.12.EconoNM.10.a 6.1.12.EconoNM.10.b 6.1.12.HistoryCA.10.a 6.1.12.HistoryCA.10.b 6.1.12.HistoryCA.10.c 6.1.12.CivicsDP.11.a 6.1.12.CivicsHR.11.a 6.1.12.CivicsHR.11.b 6.1.12.EconET.11.a 6.1.12.EconNM.11.a 6.1.12.HistoryCC.11.a 6.1.12.HistoryCA.10.a 6.1.12.HistoryCA.11.a 6.1.12.HistoryCA.11.b 6.1.12.HistoryCC.11.b 6.1.12.HistoryCC.11.c 6.1.12.HistoryCC.11.d 6.1.12.HistoryUP.11.a 6.1.12.HistoryUP.11.b 6.3.12.GeoGI.1 6.3.12.EconGE.1 6.1.12.A.9.a RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RST.11-12.1 RST.11-12.2 RST.11-12.4 RST.11-12.5</p>	<ul style="list-style-type: none"> Evaluate the arguments regarding the role of the federal government during the New Deal era. Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security). Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment. Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal. Analyze the impact of the Great Depression on the American family and ethnic and racial minorities. Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt). Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. Use sources to determine if American policies towards the Japanese during WWII were a denial of civil rights. Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international 	<ul style="list-style-type: none"> PowerPoint Presentation (guided notes) on the Causes of the Great Depression Guided readings on Hoover's response to The Depression Great Depression Photo Analysis activity: Hoovervilles Letter to a representative activity (Write economic despair and possible solutions) Flow chart with analysis of New Deal (Alphabet) Programs Debate on the effectiveness of New Deal programs. Guided reading on Roosevelt Administrations response to the Depression. Discuss the lack of effectiveness New Deal programs had on Marginalized groups: The Tuskegee Airmen, women Latinx Americans, Navajo Code Talkers, AAPI Americans Viewing of the film Cinderella Man Battles of WWII ppt. The Causes of WWII ppt. Guided readings on WWII Video Analysis: Japanese Internment: George Takei: Why I Love A Country That Once Betrayed Me (AAPI perspective) Video clips with questions Study guides for assessments on the Great Depression and WWII D-Day WebQuest. WWII Discussion Questions Iwo Jima photo analysis with attached critical thinking questions Activities on the Holocaust: Genocide Project Assessments: Debates, quizzes, essays tests, projects, activities The Holocaust: Bearing Witness and Identity: https://www.facinghistory.org/resource-library/holocaust-bearing-witness-0 	<ul style="list-style-type: none"> <i>Ed My Friend in Learning: Online textbook Modules 18 & 19.</i> Teacher created resources (lecture notes, Power Points, WebQuests, Jigsaw activity, debates, evidence analyses, assessment) <p>Primary/Secondary Sources:</p> <ul style="list-style-type: none"> America: The Story of Us, Cinderella Man, Bonus Army Link, Saving Private Ryan Zoot Suit Culture/Zoot Suit Riots Migrant Mother, Atomic aftermath Asian Americans and the New Deal Tydings-Mcduffie Act and Philippine Independence (<i>Understanding the immigration implication of the Tydings McDuffie Act granting the Philippines independence with the tradeoff of ending the longstanding open door to Filipino immigrants</i>) Excluding farm workers from the Wagner Act (<i>directly impacting West Coast Asian farm workers</i>) The forgotten Indian soldiers of Dunkirk Rise of Naziism: https://www.facinghistory.org/resource-library/rise-nazi-party-0 Justice and Judgement after the Holocaust: https://www.facinghistory.org/resource-library/justice-judgement-after-holocaust-0

RST.11-12.6 RST.11-12.7 RST.11-12.9 WHST.11-12.5 WHST.11-12.6 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9 WHST.11-12.1	governmental and/or nongovernmental organizations. <ul style="list-style-type: none"> Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action. Analyze how the actions and policies of the United States government contributed to the Great Depression. 		
Key Vocabulary	Economics, Free Markets, New Deal, Agricultural Adjustment Act, Bank Run, deflation, price support, credit, buying on margin, speculation, Herbert Hoover, Franklin D. Roosevelt, deficit spending, social security, socialism, capitalism, communism, labor union, unemployment, inflation, Zoot Suit.		
Evidence of Learning	Assessments (essays, graded debates, document-based questions, graded class discussions, multiple choice test).		
Interdisciplinary Connections	Economics: stock market, buying on margin, credit, unemployment rates, supply and demand. Science: agriculture: overuse of soil and soil conservation. ELA: Analysis and discussion of <i>The Grapes of Wrath</i> and <i>Of Mice and Men</i> RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RST.11-12.1 RST.11-12.2 RST.11-12.4 RST.11-12.5 RST.11-12.6 RST.11-12.7 RST.11-12.9 WHST.11-12.5 WHST.11-12.6 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9 WHST.11-12.1		
Diversity, Equity, & Inclusion	The discipline of history explores the full range of the human experience in all its variety, so the study of history necessarily involves the exploration and expression of opinions on any number of topics. Students will be encouraged to develop an understanding of culturally diverse perspectives on American history, while engaging with diverse intellectual perspectives in the field. Resources that highlight the contributions and experiences of individuals with diverse abilities, cultures, identities, and		

	perspectives will be included. Examples include writings and speeches by Eleanor Roosevelt, stories about the St. Louis Urban League’s national “jobs for Negroes” movement, the impact of Executive Order 9066 on Japanese Americans, and the contribution of women during WWII.			
Career Readiness, Life Literacies, and Key Skills	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.			
Computer Science and Design Thinking	8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society			
Social Emotional Learning	Responsible Decision-Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">• Provide translated notes and key vocabulary terms• Provide images of key vocabulary terms and concepts• Word banks• Bilingual dictionaries• Assistive translator technology• Sentence frames• Simplified notes• Reduced homework• Simplified word problems• Graphic organizers• Matched sentences or procedures with pictures• Alternative presentation options• 1-2 sentence short responses• Shortened written assignments• Modified tests• Provide notes when student request• Reduce project workload• Short summaries	<ul style="list-style-type: none">• Display reminders• Checklist of materials and tasks (printed out or digitally accessible)• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)• Assistive technology (dictation, immersive reader, etc...)• Flash cards• Teacher notes• Graphic organizer• Clear parameters and student workspace• Timer to monitor task and duration• Study guides• Guided notes• Choices for alternative assignments• Students are asked to come for extra help to review/retake assessment and homework assignments	<ul style="list-style-type: none">• Students are asked to come for extra help to review/retake assessment and homework assignments• Students are allowed time and a half on assessments• Provide the student with frequent check-ins during class-time work• Scaffolding assignments• Chunking of materials• Allow for errors• Pre-teach materials• Supply teacher demo• Rephrase of questions and directions• Visual cues or signs• Small group assistance or collaboration• Partner or group work on skill development• Assistance by instructional videos or curated videos online• Guide with options for student goal setting	<ul style="list-style-type: none">• Provide students with extra problem sets that challenge and involve higher level thinking• Inquiry lead discussions and activities• More complex tasks and projects• Higher level questioning and techniques• Student demoing and explanation• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress• Multiple assessments given in different domains, that showcase student interests, strengths, and needs• Use multiple approaches to accelerate learning within and outside of the school setting• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting

		<ul style="list-style-type: none"> • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit IV: Eras 12 & 13 Postwar United States: Cold War/Civil Rights and Social Change (1945 to early 1970s) (12 weeks)

Core Ideas	<ul style="list-style-type: none"> • Advancements in technology, investments in capital goods, and human capital increase productivity, economic growth, and standards of living. • Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely. • Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. • Historical sources and evidence provide an understanding of different points of view about historical events. • Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level. • Social and political systems throughout time have promoted and denied civic virtues and democratic principles. • Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. • Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. • Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. • Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the additional benefit of the action against the additional cost. • Governments and financial institutions influence monetary and fiscal policies. • Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. • Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. • Complex interacting factors influence people's perspective. • Historical sources and evidence provide an understanding of different points of view about historical events.
Essential Questions	<ul style="list-style-type: none"> • What role does the United States play in ensuring democracy as opposed to fighting communism? • Should the United States be the international police officer? • To what extent is the government responsible for the transition from military to civilian life? • In what ways did the "Great Society" programs fulfill their promises? • In what ways did the Civil Rights Movement of the 1950s expand democracy for all Americans? • In what ways is civil disobedience the most effective means of achieving racial equality? • To what extent did the Civil Rights Movement of the 1960s effectively change the nation? • In what ways do the ideas of the 1960s still have relevance today? • In (what) ways has the women's movement for equality in the United States become a reality or remained a dream? • To what degree should affirmative action programs be used to make up for past injustices? • In what ways do prevailing conditions give rise to change? • How did the Civil Rights movement of the 1960's impact the current LGBTQ movement?
Enduring Understanding	<p>The development of post war international relations increased the United States role in international affairs, but it also fostered a new conflict in the form of a "Cold War" which pit the democratic ideals of the US against the Communist ideals of Soviet Russia. Anticommunist sentiment led to a "new" Red Scare which caused confusion and intolerance at home and abroad. In addition, America experienced social, cultural, and economic challenges converting from a wartime to a peace time economy. During this time, African Americans who fought for democracy abroad, began to demand greater access to democracy at home, which led to the Civil Rights movement. America has not always supported liberty and freedom for all peoples, though it is embedded in our constitutional ideals. Civil disobedience and the politics of protest became the vehicles of change for those in society who did not have equal access to the American ideals.</p>
Practice	Developing Questions and Planning Inquiry

	<p>Seeking Diverse Perspectives Engaging in Civil Discourse and Critiquing Conclusions</p>
<p>Performance Expectations</p>	<ul style="list-style-type: none"> • Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people. • Assess the impact of agricultural innovation on the world economy. • Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability. • Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts. • Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East. • Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties. • Explain how the development and proliferation of nuclear weapons affected international relations. • Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War. • Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them. • Use a variety of sources to explain how the Arab Israeli conflict influenced American foreign policy. • Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others. • Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination. • Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade). • Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities. • Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965. • Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws. • Relate American economic expansion after World War II to increased consumer demand. • Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs). • Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation. • Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education). • Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies. • Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy. • Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans. • Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities. • Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. • Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure. • Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

	<ul style="list-style-type: none"> Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.1.12.EconNE.12.a 6.1.12.HistoryUP.4.a 6.1.12.HistoryUP.4.b 6.1.12.HistoryUP.13.a 6.1.12.EconNE.12.a 6.1.12.EconEM.12.a 6.1.12.HistoryCC.12.a 6.1.12.HistoryCC.12.b 6.1.12.HistoryCC.12.c 6.1.12.HistoryCC.12.d 6.1.12.HistoryCC.12.e 6.1.12.HistorySE.12.a 6.1.12.HistorySE.12.b 6.1.12.CivicsDP.13.a 6.1.12.GeoPP.13.b 6.1.12.GeoPP.13.a 6.1.12.GeoHE.13.a 6.1.12.EconNE.13.a 6.1.12.EconEM.13.a 6.1.12.EconNE.13.a 6.1.12.EconNE.13.b 6.1.12.HistoryCC.13.a 6.1.12.HistoryCC.13.b 6.1.12.HistoryCC.13.c 6.1.12.HistoryCC.13.d 6.1.12.HistoryUP.13.a 6.1.12.HistorySE.13.a 6.1.12.CivicsPI.14.a 6.1.12.CivicsPI.14.b 6.1.12.CivicsPI.14.c 6.1.12.CivicsPI.14.d 6.1.12.CivicsCM.14.b 6.1.12.CivicsPI.14.b 6.1.12.GeoHE.10.a 6.1.12.CivicsPI.14.a 6.1.12.CivicsPI.14.b 6.1.12.CivicsPI.14.c 6.1.12.CivicsPI.14.d 6.1.12.CivicsCM.14.b 6.1.12.CivicsPD.14.a 6.1.12.CivicsDP.14.a 6.1.12.GeoPP.14.a 6.1.12.GeoPP.14.b 6.1.12.GeoHE.14.a 6.1.12.EconNE.14.a	<ul style="list-style-type: none"> Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people. Assess the impact of agricultural innovation on the world economy. Explain how the development and proliferation of nuclear weapons affected international relations. Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War. Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade). Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs). Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education). Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies. Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East. Determine the extent to which suburban living and television supported conformity 	<ul style="list-style-type: none"> PowerPoint Presentation (guided notes) on the Causes of the Cold War. Activity on the Korean War. Guided readings on the Cold War and the Civil Rights Era. Analysis of the "Iron Curtain" speech Critical thinking activity on the Rosenbergs Bay of Pigs invasion activity Critical analysis of the Cuban Missile Crisis with video (Thirteen Days). How the atomic bomb dictates global geopolitics (video and critical thinking questions). Lesson on "Taking on Segregation" Civil Rights in the 1950's. Activity on the Emmett Till Incident (A Time for Justice) Activity on Brown v. Board of Education Activity on "Little Rock Nine: Alone in a Crowd" Video and critical thinking questions on the Newark Riots of 1967. Article from the <i>New York Times</i> about the Newark Riots (analysis) Article from the NPS about Native American occupation of Alcatraz (analysis) Assessments: debates, quizzes, tests, essays Silent Spring http://www.rachelcarson.org/SilentSpring.aspx Climate Change https://www.nature.com/articles/s41598-021-90854-8 Gay Rights Movement - A Glimpse Into 1970s Gay Activism https://www.theatlantic.com/politics/archive/2014/02/a-glimpse-into-1970s-gay-activism/284077/ 	<ul style="list-style-type: none"> <i>-Ed My Friend in Learning: Online textbook Modules 21 - 24.</i> Teacher created resources (lecture notes, Power Points, WebQuests, Jigsaw activity, debates, evidence analyses, assessments) <p>Primary/Secondary Sources:</p> <ul style="list-style-type: none"> King in the Wilderness (documentary) America: The Story of Us Red Dawn Charlie Wilson's War Bridge of Spies Thirteen Days The Murder of Emmett Till NY Times Celebrating Pride (LGBTQ+ perspective) Billy Porter Gives a Brief History of Queer Political Activism James Baldwin Discusses Racism on the Dick Cavett Show The Lavender Scare (National Humanities Archive Education Center) The Red Power Movement: The Fight for Native American Sovereignty National Organization for Women How did redlining impact Asian communities. Use this resource to explore the impact, legacy, and application of redlining in Asian ethnic enclaves. Timeline of citizenship and naturalization The Hmong and the Secret War, Refugees; video Japanese American "Model Minority" article (NYTimes, 1966) McCarthyism and Profiling Washington Post and the Model Minority Asian Americans fighting in the Vietnam War Great Society: Immigration Act 1965 Video on the impact of the 1965 end of the quota system

6.1.12.GeoNE.14.a 6.3.12.GeoGI.1: 6.3.12.EconGE.1 RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RST.11-12.1 RST.11-12.2 RST.11-12.4 RST.11-12.5 RST.11-12.6 RST.11-12.7 RST.11-12.9 WHST.11-12.5 WHST.11-12.6 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9 WHST.11-12.1	and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. <ul style="list-style-type: none"> Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations. Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action 	<ul style="list-style-type: none"> Two graphs that show post 1965 Asian immigration to the U.S. Filipino-American Farmworkers
Key Vocabulary	Redlining, Communism, Space Race, Soviet Union, McCarthyism, Korean War, Vietnam War, Nuclear Proliferation, Cuban Missile Crisis, The Marshall Plan, Operation Paper Clip, Collective Bargaining, Satellite Nations, United Nations, North Atlantic Treaty Organization, Iron Curtain, Berlin Airlift, Brown V. Board of Education of Topeka, Southern Christian Leadership Conference, Student Nonviolent Coordinating Committee, Sit-in, Freedom riders, Civil Rights Act of 1964, Voting Rights Act of 1965, de facto segregation, de jure segregation, Black Power, Black Panthers, Civil Rights Act of 1968, affirmative action, United Farm Workers Organizing Committee, American Indian Movement (AIM), feminism, National Organization for Women (NOW), Equal Rights Amendment (ERA). Americans with Disabilities Act (ADA).	
Evidence of Learning	Assessments (essays, graded debates, document-based questions, graded class discussions, multiple choice test).	
Interdisciplinary Connections	ELA: speech analysis; Science: atomic energy/nuclear power; Political Science: The Marshall Plan, Cuban Missile Crisis Economics: Collective bargaining, NATO (North Atlantic Treaty Organization) RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RST.11-12.1 RST.11-12.2 RST.11-12.4 RST.11-12.5	

	RST.11-12.6 RST.11-12.7 RST.11-12.9 WHST.11-12.5 WHST.11-12.6 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9 WHST.11-12.1			
Diversity, Equity, & Inclusion	The discipline of history explores the full range of the human experience in all its variety, so the study of history necessarily involves the exploration and expression of opinions on any number of topics. Students will be encouraged to develop an understanding of culturally diverse perspectives on American history, while engaging with diverse intellectual perspectives in the field. Resources that highlight the contributions and experiences of individuals with diverse abilities, cultures, identities, and perspectives will be included. Examples include teachings of Martin Luther King, eye-witness accounts of civil rights events, activities of various groups like Native Americans at Alcatraz, decriminalizing homosexuality and Equal Rights Act.			
Career Readiness, Life Literacies, and Key Skills	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.			
Computer Science and Design Thinking	8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs and risks, related to the use of the innovation 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.			
Social Emotional Learning	Social Awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">• Provide translated notes and key vocabulary terms• Provide images of key vocabulary terms and concepts• Word banks• Bilingual dictionaries• Assistive translator technology• Sentence frames• Simplified notes• Reduced homework	<ul style="list-style-type: none">• Display reminders• Checklist of materials and tasks (printed out or digitally accessible)• Timelines and Calendar for benchmark goals for assignments/assessments/s hort-term goals (Planner Microsoft)• Assistive technology (dictation, immersive reader, etc...)	<ul style="list-style-type: none">• Students are asked to come for extra help to review/retake assessment and homework assignments• Students are allowed time and a half on assessments• Provide the student with frequent check-ins during class-time work• Scaffolding assignments• Chunking of materials• Allow for errors	<ul style="list-style-type: none">• Provide students with extra problem sets that challenge and involve higher level thinking• Inquiry lead discussions and activities• More complex tasks and projects• Higher level questioning and techniques• Student demoing and explanation

	<ul style="list-style-type: none"> • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit V: Eras 14, 15 & 16 Contemporary United States: Domestic Policies/ International Policies/ Interconnected Global Society (1970–Today) (6 Weeks)

Core Ideas

- An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential.
- Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.
- Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.
- Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
- Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions
- Governments and financial institutions influence monetary and fiscal policies.
- Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production.
- The specialization of labor leads to greater efficiency in the means of production and the circular flow of goods and services between markets through a medium of exchange.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
- Chronological sequencing serves as a tool for analyzing past and present events.
- Historical sources and evidence provide an understanding of different points of view about historical events.
- Complex interacting factors influence people’s perspective.
- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change to promote the common good and strive to protect human rights.
- Governments around the world support universal human rights to varying degrees.
- Multiple economic indicators are used to measure the health of an economy.
- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
- Historical sources and evidence provide an understanding of different points of view about historical events.
- Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.
- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change to promote the common good and strive to protect human rights.
- Long-term climate variability has influenced human migration and settlement patterns, resource use, and land uses at local-to-global scales.
- Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services without interruption.
- Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- To better understand the historical perspective, one must consider historical context.
- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

Essential Questions

- In what ways did the policies of the Reagan administration strengthen or weaken in the United States?
- In what ways were Presidents Reagan and Bush responsible for the collapse of the Soviet Union and the end of the Cold War?
- To what degree did the United States win the Cold War?
- In what ways are peace and stability in the Middle East vital United States’ economy and national security?
- To what extent is the responsibility of the United States today to be the world’s “policeman”?
- To what degree can global terrorism be stopped?
- In what ways has racial equality and harmony been achieved at the start of the twenty-first century?
- To what extent should the United States still support the use of economic sanctions to further democracy and human rights?
- To what degree should the United States use military force to support democracy in Eastern Europe? In the Middle East?
- To what degree can the United States justified to fight a war to remove Saddam Hussein from power?

	<ul style="list-style-type: none"> To what degree can the United States maintain its unprecedented prosperity (policies of the Federal Reserve System; balancing the Federal budget; international trade and the global economy, inflation factor, etc.) To what degree is the world safer since the end of the Cold War? Why should Americans be optimistic about the future?
Enduring Understanding	Economic ideas and decisions from the past have influenced the present have the influenced the present. The Federal government has significant responsibility for America's role in the global community that impact both domestic and foreign policies.
Practice	Developing Questions and Planning Inquiry.
Performance Expectations	<ul style="list-style-type: none"> Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected. Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times. Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration. Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote. Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms. Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy. Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues. Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States. Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions. Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies. Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession. Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy. Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society. Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey. Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased. Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence. Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. Develop an argument based on a variety of sources that compares George HW Bush's Iraqi policy with George W. Bush's. Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals. Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.

	<ul style="list-style-type: none"> Determine how the 9/11 attacks contributed to the debate over national security and civil liberties. Make evidence-based inferences about the role of partisan politics in presidential impeachments and trials. Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks. Evaluate the role of religion on cultural and social mores, public opinion, and political decisions. Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure. Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers. Assess economic priorities related to international and domestic needs, as reflected in the national budget. Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy. Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations. Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations. Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region. Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism. Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations. Construct a claim to describe how media and technology has impacted civic participation and deliberation. Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies. Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change. Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce. Make evidence-based inferences regarding the impact of technology on the global workforce and on entrepreneurship. Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations. Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture. Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries. 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. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.1.12.CivicsPI.14.a 6.1.12.CivicsPI.14.b 6.1.12.CivicsPI.14.c 6.1.12.CivicsPI.14.d 6.1.12.CivicsCM.14.b 6.1.12.CivicsPD.14.a 6.1.12.CivicsDP.14.a 6.1.12.GeoPP.14.a 6.1.12.GeoPP.14.b 6.1.12.GeoHE.14.a 6.1.12.EconNE.14.a 6.1.12.GeoNE.14.a 6.1.12.EconET.14.a 6.1.12.EconET.14.b 6.1.12.EconEM.14.a	<ul style="list-style-type: none"> Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union. Explain how and why religious tensions and historic differences have led to the international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region. Relate the role of America's dependence on foreign oil to its economy and foreign policy. Compare the perspectives of other nations and the United States regarding United States foreign policy. 	<ul style="list-style-type: none"> Activity on the Vietnam War. Film analysis- Dear America: Letters Home from Vietnam Power point presentation (guided note taking) on the Nixon Administration and "New Conservatism". Power point Presentation (guided note taking) on the Ford and Carter Years. Activity on the Reagan Administration. Activity on the Conservative movement of the 1980's. Activity on the Theory of Trickle-Down Economics. Activity on Foreign Policy and the Cold War of the Cold War. 	<ul style="list-style-type: none"> Ed My Friend in Learning: Online textbook Modules 25 - 28. Teacher created resources (lecture notes, Power Points, WebQuests, Jigsaw activity, debates, evidence analyses, assessments) <p>Primary/Secondary Sources:</p> <ul style="list-style-type: none"> The Triumph and Tragedy of Lyndon Johnson, The War Within A Rumor of War, In Retrospect, Bloods, Fall of Saigon, No Time for Tears: Vietnam and the Women Who Served

<p>6.1.12.HistoryCA.14.a 6.1.12.HistoryCA.14.b 6.1.12.HistoryCA.14.c 6.1.12.HistoryCC.14.a 6.1.12.HistorySE.14.a 6.1.12.HistorySE.14.b 6.1.12.HistorySE.14.c 6.1.12.HistoryCC.14.c 6.1.12.HistoryCC.14.d 6.1.12.HistoryCC.14.e 6.1.12.CivicsPR.15.a 6.1.12.CivicsHR.15.a 6.1.12.EconNE.15.a 6.1.12.HistoryCC.15.a 6.1.12.HistoryCC.15.b 6.1.12.HistoryCC.15.c 6.1.12.HistorySE.15.a 6.1.12.HistorySE.15.b 6.1.12.HistorySE.15.c 6.1.12.CivicsPD.16.a 6.1.12.CivicsPR.16.a 6.1.12.GeoHE16.a 6.1.12.EconGE.16.a 6.1.12.EconNE.16.a 6.1.12.EconNE.16.b 6.1.12.HistoryUP.16.a 6.1.12.HistoryCC.16.a 6.1.12.HistorySCC.16.b 6.3.12.HistoryCA.1 6.3.12.HistoryCA.2 RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RST.11-12.1 RST.11-12.2 RST.11-12.4 RST.11-12.5 RST.11-12.6 RST.11-12.7 RST.11-12.9 WHST.11-12.5 WHST.11-12.6 WHST.11-12.7</p>	<ul style="list-style-type: none"> • Develop expertise through research about a problem and make a claim to support a solution. • Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools). • Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. • Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy. 	<ul style="list-style-type: none"> • Activity on the Iran-Contra Scandal. 	<ul style="list-style-type: none"> • Red Dawn • Napalm Girl at 50 • The Vietnam War as Seen by the Viet Cong • Muslims in America Post 9/11 • Two Decades After 9/11 Muslim Americans Still Fighting Bias • TIME Magazine: Here's Why the EPA Was Created • Asian View of the War on Terror • Asian perspective on global war on terror (<i>Explore the wave of immigration to the United States from South East Asia</i>) • South East Asian Immigration to the United States • Vincent Chin Case Video (Telescope protests in Hawaii) • 9/11 Islamophobia • Stacie Park Millbern -(Korean American, LGBTQ+, Disabilities activist)
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WHST.11-12.8 WHST.11-12.9 WHST.11-12.1			
Key Vocabulary	Vietnam War, New Federalism, revenue sharing, Family Assistance Plan, The Southern Strategy, stagflation, OPEC (Organization for Petroleum Exporting Countries), realpolitik, détente, Salt Treaty, Impeachment, Watergate, Committee to Reelect the President, Saturday Night Massacre, National Energy, Camp David Accords, Human Rights, Environmental Activism, Earth Day, Environmental Protection Agency, entitlement program, New Right, affirmative action, reverse discrimination, conservative coalition, Moral Majority, Reaganomics, supply-side economics, Strategic Defense Initiative, deregulation, Tiananmen Square, Sandinistas, Contras, INF Treaty, North American Free Trade Agreement, Persian Gulf War.		
Evidence of Learning	Assessments (essays, graded debates, document-based questions, graded class discussions, multiple choice test).		
Interdisciplinary Connections	<p>Science and technology: Agent Orange/chemical weapons; environmental activism; creation of the EPA Economics: "Trickle down" economics, Reaganomics; deregulation ELA: 1984 comparison RH.11-12.1 RH.11-12.2 RH.11-12.3 RH.11-12.4 RH.11-12.5 RH.11-12.6 RH.11-12.7 RH.11-12.8 RH.11-12.9 RST.11-12.1 RST.11-12.2 RST.11-12.4 RST.11-12.5 RST.11-12.6 RST.11-12.7 RST.11-12.9 WHST.11-12.5 WHST.11-12.6 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9 WHST.11-12.1</p>		
Diversity, Equity, & Inclusion	The discipline of history explores the full range of the human experience in all its variety, so the study of history necessarily involves the exploration and expression of opinions on any number of topics. Students will be encouraged to develop an understanding of culturally diverse perspectives on American history, while engaging with diverse intellectual perspectives in the field. Resources that highlight the contributions and experiences of individuals with diverse abilities, cultures, identities, and perspectives will be included. Examples include evaluating religious tensions in the Middle East, reviewing the origins of Earth Day and the Environmental Protection Agency, veteran's organizations.		
Career Readiness, Life Literacies, and Key Skills	<p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p>		
Computer Science and Design Thinking	8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded		

	8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs and risks, related to the use of the innovation. 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.			
Social Emotional Learning	Social Awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and support.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">• Provide translated notes and key vocabulary terms• Provide images of key vocabulary terms and concepts• Word banks• Bilingual dictionaries• Assistive translator technology• Sentence frames• Simplified notes• Reduced homework• Simplified word problems• Graphic organizers• Matched sentences or procedures with pictures• Alternative presentation options• 1-2 sentence short responses• Shortened written assignments• Modified tests• Provide notes when student request• Reduce project workload• Short summaries	<ul style="list-style-type: none">• Display reminders• Checklist of materials and tasks (printed out or digitally accessible)• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)• Assistive technology (dictation, immersive reader, etc...)• Flash cards• Teacher notes• Graphic organizer• Clear parameters and student workspace• Timer to monitor task and duration• Study guides• Guided notes• Choices for alternative assignments• Students are asked to come for extra help to review/retake assessment and homework assignments• Students are allowed time and a half on assessments• Provide the student with frequent check-ins during class-time work• Visual cue or signs	<ul style="list-style-type: none">• Students are asked to come for extra help to review/retake assessment and homework assignments• Students are allowed time and a half on assessments• Provide the student with frequent check-ins during class-time work• Scaffolding assignments• Chunking of materials• Allow for errors• Pre-teach materials• Supply teacher demo• Rephrase of questions and directions• Visual cues or signs• Small group assistance or collaboration• Partner or group work on skill development• Assistance by instructional videos or curated videos online• Guide with options for student goal setting• Use of timer or a clock to monitor time of student activity	<ul style="list-style-type: none">• Provide students with extra problem sets that challenge and involve higher level thinking• Inquiry lead discussions and activities• More complex tasks and projects• Higher level questioning and techniques• Student demoing and explanation• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress• Multiple assessments given in different domains, that showcase student interests, strengths, and needs• Use multiple approaches to accelerate learning within and outside of the school setting• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting• Use individualized learning options such as mentorships, internships, online courses, and independent study

		<ul style="list-style-type: none">• Rephrase of questions and directions• Partner or group work on skill development• Assistance by instructional videos or curated videos online		
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