

**NEPTUNE TOWNSHIP SCHOOL DISTRICT**

**United States History II**  
**Curriculum**  
**Grade 10**



NEPTUNE TOWNSHIP SCHOOL DISTRICT  
Office of the Superintendent  
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# NEPTUNE TOWNSHIP SCHOOL DISTRICT

## UNITED STATE HISTORY II CURRICULUM

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### Curriculum

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**NEPTUNE TOWNSHIP SCHOOL DISTRICT**  
**UNITED STATES HISTORY II**

**Acknowledgements**

The United States History II curriculum for 10th grade was developed through the dedicated efforts of Neptune High School Social Studies teachers Shawn Chadwick and Mark Smith, under the guidance of the district's Curriculum Steering Committee members including Department Chairperson Nicole Sanyigo, Supervisor of Humanities Lakeda Demery, and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

This curriculum guide was developed to provide students with authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and prepare students for the 21st century workplace.

This curriculum was written in alignment with the 2020 New Jersey Student Learning Standards for Social Studies, English Language Arts, and Career Readiness, Life Literacies, and Key Skills and the increased rigor that is embedded in those standards. It is our hope that this curriculum will serve as a valuable resource for the staff members who teach this course and that they will provide feedback and make recommendations for improvement.

## **NEPTUNE TOWNSHIP SCHOOL DISTRICT**

### **DISTRICT MISSION STATEMENT**

The primary mission of the Neptune Township School District is to prepare students for a life-long learning process in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

## **Neptune Township School District**

### **Educational Outcome Goals**

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

## **UNITED STATES HISTORY II**

### **COURSE DESCRIPTION**

**(5 Credits)**

United States History II is the last United States history course required for high school graduation. United States History II will begin with the growth of the United States from an isolationist nation to a world power. Emphasis will be placed on political, economic, social developments, and foreign policies of our country in the 20th and 21st centuries. Students will relate their study of the past to present day issues, legislation, and policy decisions.



**INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES**

*The following social and emotional competencies are integrated in this curriculum document:*

<b>Self-Awareness</b>	
X	Recognize one's own feelings and thoughts
X	Recognize the impact of one's feelings and thoughts on one's own behavior
X	Recognize one's personal traits, strengths and limitations
X	Recognize the importance of self-confidence in handling daily tasks and challenges
<b>Self-Management</b>	
X	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
X	Recognize the skills needed to establish and achieve personal and educational goals
X	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
<b>Social Awareness</b>	
X	Recognize and identify the thoughts, feelings, and perspectives of others
X	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
X	Demonstrate an understanding of the need for mutual respect when viewpoints differ
X	Demonstrate an awareness of the expectations for social interactions in a variety of setting
<b>Responsible Decision Making</b>	
X	Develop, implement and model effective problem solving and critical thinking skill
X	Identify the consequences associated with one's action in order to make constructive choices
X	Evaluate personal, ethical, safety and civic impact of decisions
<b>Relationship Skills</b>	
X	Establish and maintain healthy relationships
X	Utilize positive communication and social skills to interact effectively with others
X	Identify ways to resist inappropriate social pressure
X	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
X	Identify who, when, where, or how to seek help for oneself or others when needed

## ACCOMMODATIONS AND MODIFICATIONS

*Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.*

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

### Special Education and 504 Plans

*All modifications and accommodations must be specific to each individual child's IEP(Individualized Educational Plan) or 504 Plan.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests

- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

#### Testing Accommodations:

*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

- Setting: alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

#### **English Language Learners:**

*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native language translation (peer, assistive technology, bilingual dictionary)

- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials vii
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words: <http://visual.merriamwebster.com/>
- Use an online translator to assist students with pronunciation  
[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN)

#### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Encourage student to proofread work
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

- Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population:**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions.
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses.
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses a topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies).
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements
- Think Pair Share Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:

<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>

- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

<b>Unit Plan Title</b>	The Gilded Age Review, Progressives, Imperialism and the First World War
<b>Suggested Time Frame</b>	15 Days

### Overview / Rationale

After the Civil War, America grew economically, culturally, and politically. The Second Industrial Revolution brought great wealth to the United States but also conflict. Students will explain how this wealth was earned and the roots of the conflict it wrought. Progressive reformers promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world, imperial power. Students will be able to analyze the economic, political, and social impacts of these concurring movements. In addition, World War I helped push the United States into being a world power. The technological advances in warfare made this a very costly war in terms of human lives. The events following the war helped lead the world into the Great Depression and World War II. Students will assess the effectiveness of the war effort to alleviate American and international issues.

### Stage 1 – Desired Results

#### Established Goals:

*Standards to be covered...*

#### New Jersey Student Learning Standards for Social Studies

- 6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- 6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
- 6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.
- 6.1.12.HistoryNM.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- 6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
- 6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
- 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).

- 6.1.12.CivicsDP.6.b: 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.
- 6.1.12.CivicsPR.6.a: 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.
- 6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
- 6.1.12.GeoGM.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
- 6.1.12.EconEM.6.a: Determine how supply and demand influenced price and output during the Industrial Revolution.
- 6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
- 6.1.12.HistoryCC.6.b: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.
- 6.1.12.HistoryCC.6.c: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.
- 6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).
- 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
- 6.1.12.CivicsDP.7.a: 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).
- 6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.
- 6.1.12.HistoryCC.7.a: 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.
- 6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
- 6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
- 6.1.12.HistoryCA.7.c: Evaluate the American government's 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).



<ul style="list-style-type: none"> <li>6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.</li> </ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What factors led to the United States to industrialize after the Civil War?</li> <li>Why do people migrate?</li> <li>What conflict existed between urban and rural populations?</li> <li>How are empires built?</li> <li>Can politics fix social problems?</li> <li>Is war an effective way to solve problems?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>The end of the Civil War brought new opportunities to expand economically through mass production and financial markets while also bringing challenges from labor and civil rights advocates.</li> <li>Immigrants continued to come to the United States after the Civil War, but often from areas previously underrepresented.</li> <li>Business growth after the Civil War brought many Americans out of rural areas and into the growing urban environments.</li> <li>Americans sought to expand their financial, military, and political might by imperializing areas in Latin America, the Pacific Islands, and SouthEast Asia.</li> <li>Progressives sought to improve America through scientific methods, and using moral arguments, while expanding the federal government.</li> <li>American involvement in the First World War was used to defeat imperial governments and expand democratic ones.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>The factors of production and how companies attempted to best allocate them.</li> <li>The social and political conflicts caused by industrialization and urbanization.</li> <li>How the desire for new markets and the need for resources were motivating factors for American imperialism.</li> <li>Why the United States attempted to reduce European influence in the Western Hemisphere.</li> <li>The causes of the Spanish-American War.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>Debate the methods of trust consolidation and government regulation.</li> <li>Describe the immigrant experience.</li> <li>Compare the arguments of rural and urban communities concerning political and economic policy.</li> <li>Analyze economic data to make accurate descriptions of its contents.</li> <li>Interpret primary source materials, including economic data, paintings, and political cartoons.</li> <li>Identify and analyze important information as displayed on a map.</li> </ul>

<ul style="list-style-type: none"> <li>● The origins, significance, and consequences of the Open Door Policy.</li> <li>● How the construction of the Panama Canal, the Roosevelt Corollary, and Taft Dollar Diplomacy spread United States influence to other nations.</li> <li>● The nature of the societal problems that Progressives hoped to solve.</li> <li>● The progressive philosophies of Theodore Roosevelt and William Howard Taft.</li> <li>● How Wilson's philosophies differed from those of Roosevelt.</li> <li>● The major causes of World War I, including militarism, alliances, imperialism, and nationalism.</li> <li>● What life was like on the home front including for women, minorities, LGBTQ+, and the disabled.</li> <li>● The new technology of warfare and its effect on military tactics and casualties.</li> <li>● How the war affected the economy and how economic factors lead to a Red Scare after the war.</li> <li>● That the outcome of the war left many Americans with mixed feelings towards future United States intervention into world affairs.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify possible causes for the sinking of the USS Maine.</li> <li>● Compare and contrast ideologies of political leaders.</li> <li>● Identify the Progressives and what they believed caused social problems.</li> <li>● Summarize how the Progressives hoped to make the government more efficient and responsive to citizens.</li> <li>● Explain how President Roosevelt supported conservation.</li> <li>● Describe how President Taft's beliefs differed from the Progressives' beliefs.</li> <li>● Analyze contrasting ideas within a political philosophy.</li> <li>● Assess the successes and failures of Progressivism.</li> <li>● Compare and contrast the factors that caused European nations and the United States to become involved in World War I.</li> <li>● Summarize how World War I affected life on the home front for different groups.</li> <li>● Evaluate how new technology changed warfare during World War I.</li> <li>● Analyze the effects of World War I on the United States economy.</li> </ul>
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<b>CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS</b> <b>9.1 FINANCIAL LITERACY - Grades 9 - 12</b>	
	<b>Financial Psychology</b>
	<b>Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.</b>
X	9.1.12.FP.4: Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.
X	9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
X	9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

	<b>Civic Financial Responsibility</b>
	<b>Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.</b>
X	9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
X	9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
X	9.1.12.CFR.3: Research companies with corporate governance policies.
	<b>The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</b>
X	9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.
X	9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
X	9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
	<b>Economic and Government Influence</b>
	<b>Tax rates vary based on your financial situation.</b>
X	9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased.
X	9.1.12.EG.2: Explain why various forms of income are taxed.
	<b>There are different ways you can influence government policy to improve your financial situation.</b>
X	9.1.12.EG.3: Explain how individuals and businesses influence government policies.
X	9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.
X	9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.

	<b>There are agencies, laws, and resources to protect you as a consumer.</b>
X	9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
	<b>Planning and Budgeting</b>
X	9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
	<b>Credit and Debit Management</b>
	<b>There are reasons and consequences to taking on debt.</b>
X	9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.
X	9.1.12.CDM.3: Determine ways to leverage debt beneficially.
X	9.1.12.RM.4: Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.

## 9.2 CAREER AWARENESS, EXPLORATION, PREPARATION, AND TRAINING - Grades 9 - 12

	<b>Career Awareness and Planning</b>
	<b>An individual's income and benefit needs and financial plan can change over time.</b>
X	9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
	<b>Understanding income involves an analysis of payroll taxes, deductions and earned benefits.</b>
X	9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.

## 9.4 LIFE LITERACIES AND KEY SKILLS Grade 9-12

	<b>Creativity and Innovation</b>
	<b>With a growth mindset, failure is an important part of success.</b>
X	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

	<b>Critical Thinking and Problem-solving</b>
	<b>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</b>
X	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
X	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving).
	<b>Digital Citizenship</b>
	<b>Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights. copyright restrictions.</b>
X	9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.
	<b>Information and Media Literacy</b>
	<b>Accurate information may help in making valuable and ethical choices.</b>
X	9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
	<b>Media have embedded values and points of view.</b>
X	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
X	9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

<b>Making Connections to Careers</b>
<p>Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:</p> <ul style="list-style-type: none"> <li>● Military Personnel-a civil servant who is a member of the Armed Forces.</li> <li>● Inventor-someone who invents new technology to advance society.</li> <li>● Actor - a professional in TV, movies, or the theater.</li> <li>● Athlete - a person who plays a sport.</li> <li>● Chef - a professional cook, especially in a restaurant or hotel.</li> <li>● Computer Game Developer - a person who makes games for the internet, mobile phones, PCs and other electronic devices.</li> </ul>

- Dietician - a person who advises others on food and nutritional needs.
- Fashion Designer - a person who creates clothes, accessories, and shoes.
- Judge- an impartial, fair and unbiased person who reads a sentence or keeps order in court
- Law Enforcement Officer - a government employee who is responsible for the prevention, investigation, apprehension, or detention of individuals suspected or convicted of offenses against the criminal laws.
- Lawyer - a person who advises, counsels or advocates for others in the context of legal
- Librarian - a person who works professionally in a library and gives access to information and resources.
- Musician - a person who makes music.
- Photographer - a person who makes photographs.
- Politician- an elected leader at the local, state, or national level.
- Teacher - a person who helps others acquire knowledge.

### **Interdisciplinary Connections**

#### **New Jersey Student Learning Standards for:**

#### **English Language Arts**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks that demonstrate a command of formal English when indicated or appropriate.

### Student Resources

#### Primary Source Readings:

- "The New Colossus," Emma Lazarus
- *The Jungle*, Upton Sinclair
- "The Roosevelt Corollary", Theodore Roosevelt
- "Why Women Should Vote," Alice Stone Blackwell
- *The Souls of Black Folk*, W.E.B. Du Bois

- “The White Man’s Burden,” Rudyard Kipling
- Declaration of War Speech, Woodrow Wilson’s
- The Espionage and Sedition Acts
- “14 Points,” Woodrow Wilson
- The Treaty of Versailles

#### **Secondary Source Readings:**

- Supporting textbook Chapters 12-16
- “Coming to America: Ellis Island and New York City”, Vincent J. Connato
- “Empire Building,” Robert Cherny
- “*The Jungle* and the Progressive Era,” Robert Cherny
- “Harlem Rattlers: African American Regiment of the New York National Guard in World War I,” Jeffrey Samons
- *All Quiet on the Western Front*, Erich Maria Remarque

#### **Technology:**

- Web based content (radio and other pop culture recordings)
- Chromebooks
- Presentation Software/Whiteboards
- Google Suite (Docs, Classroom, Forms)
- Youtube.com/Vimeo.com
- Relevant film/tv/music streaming services (ex: Spotify, Netflix, Amazon)
- Digital Photography
- Open Online Courses/Flipped Classroom
- Blended online learning modules
- Student Response Systems
- Mobile Technology/App-Based learning
- Use of Virtual Reality goggles through Google Streetview and Youtube VR for immersive tours.
- Kahoot.it
- Link-it
- Educational Games
- QR code generator - <https://www.qr-code-generator.com/>
- Student created infographics - <https://piktochart.com/>
- Hyperdocs <https://hyperdocs.co/>
- Online Subscriptions- Junior Scholastic, EdPuzzle, ReadWorks, NewsELA

#### **Teacher Resources**

#### **Google Folders contain various resources aligned to various topics.**

- The Gilded Age
- The Progressive Era
- Imperialism
- World War I

#### **Texts:**

- United States History and Geography (McGraw Hill 2014 Edition) Chapters 12-16

#### **Supplemental Workbooks:**



- U.S. History: Story Shorts
- U.S. History: Cicero Readings

**Technology:**

**Websites:**

- <http://www.whiteplainspublicschools.org/Page/12862>
- <http://teachers.hfcsd.org/webpages/tnassivera/resources.cfm>
- [teachingtolerance.org](http://teachingtolerance.org)
- [scholastic.com](http://scholastic.com)
- <https://americanhistory.mrdonn.org/>
- <https://sheg.stanford.edu/>
- <https://chroniclingamerica.loc.gov/>

**Videos:**

- <https://www.youtube.com/watch?v=6E9WU9TGrec&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s>
- [Story of US: Cities Episode.](#)
- Legends of The Fall: Trench Warfare Scene
- [War Horse: Battle of Somme Scene](#)
- [History Channel: Harlem Hell Fighters](#)
- World Wars: Episode 1
- All Quiet on the Western Front: Full film or trench scene

**Stage 2 – Assessment Evidence**

**Pre-Assessments:**

- Surveys

**Formative Assessments:**

- Do Now and Closure Activities
- Group Work
- Socratic Seminars
- Class Discussions
- Primary Source Analysis
- Tiered Assignments

**Summative Assessments:**

- Unit I Test
- Choice Boards
- Song and Film Analysis
- Quizzes
- Essays

**Performance Task(s):**

- Create Your Own World War I Protest Poster
- World War I Jackdaw
- Progressive Era Cereal Box
- Muckraking Journalism Project

**Stage 3 – Learning Plan**

**Google Folders contain suggestions for learning activities.**

**Description of Suggested Learning Activities**

- Students will analyze primary sources on the Homestead Strike to determine why the strike turned violent. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will compare two speeches concerning populism and the Election of 1896 to determine why populism gained such broad appeal. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will analyze primary sources to determine the social and economic factors that led to limitations on Chinese immigration. There are excerpted and full versions of each set of written documents for use in different levels of the course. It also includes a Spanish version of sources.
- Students will compare the characters of *The Wizard of Oz* with the groups or individuals associated with Populism to determine whether Henry Littlefield's argument that the book was an allegory for Populism is accurate. This can be extended into a full argumentative essay.
- Students will research various inventions from the Industrial Revolution and present them in the form of a Gallery Walk. A graphic organizer may be used and there's a variety of inventions to analyze.
- Students will research a muckraker from the Progressive Era and connect their work to a modern day issue. Students will create a Google Slide presentation, written document, or create a poster.
- Students will analyze a primary source on the Triangle Shirtwaist Fire and complete a graphic organizer highlighting its impact. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will use SOAPstone speech analysis technique to analyze "Man With the Muckrake" speech. Students may use a graphic organizer to assist with organization.
- Students will complete Progressive Era Document Based Questions. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will contextualize the fight for women's suffrage by comparing its passage with that of the 15th Amendment. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will compare documents written by Booker T. Washington and W.E.B. DuBois to assess the strength of each's advocacy for civil rights. There are excerpted and full versions of each set of written documents for use in different levels of the course.

- Students will assess the validity of Jacob Riis's photographs depicting the urban immigrant experience using photos and descriptions of the subjects. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will analyze arguments against women's suffrage using speeches and literature of the era. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will research a reformer of the Gilded Age and Progressive Era. They will then share their information with a classmate to see how similar reformers from different time periods to determine whether the time periods are distinct or not. This could be extended by the level of research or including a presentation section, including having students roleplay.
- Students will write a letter as if they are a citizen during the Progressive Era calling for reform. Students can be given different roles and situations to be used as writing prompts.
- Students will analyze various primary sources in stations on American imperialism. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will debate American imperialism Document Based Questions. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will analyze multiple sources to determine the cause of the Spanish-American War. This could be extended into an argumentative essay.
- Students will analyze sources about the Annexation of Hawaii to determine why Americans and Hawaiian's felt differently. This could be extended by using Chronicling America for students to find corroborating newspapers articles for their own.
- Students will analyze sources to determine whether those against United States involvement in the First World War were anti-American. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will deliberate the origins of the Chicago race riots by exploring five documents that reflect different social, cultural, and economic causes. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will examine five documents to answer the question: Why did senators oppose joining the League of Nations in 1919? There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will read sections of Wilson's 14 Points to summarize the major ideas. This could be extended by comparing this plan with the outcome of the Treaty of Versailles.
- Students will analyze presidential progressivism during the Progressive Era. This can be extended by making connections to modern day Progressivism.
- Students will highlight the causes for American imperialism. This can be extended by making connections to other examples of imperialism.
- Students will create their own political cartoon for or against imperialism.
- Student's will debate various arguments for and against American imperialism.
- Students will utilize the internet to research World War I in Europe. This can be done as a Jigsaw activity by assigning students various topics.

- Students will analyze the primary causes for American neutrality during World War I. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will analyze primary sources on the American homefront during the war. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will research the impact of technology on World War I. There's a variety of topics to research and different mediums students can use to present their findings.
- Students will analyze trench warfare while reading excerpts from *All Quiet on the Western Front*. There are varying levels of the book for students to use. Students can view the full film or select scenes, such as the trench warfare scene, while completing guided questions.
- Students will analyze *Schenk v. United States* and formulate an argument either for or against. There is a variety of different media available on the internet.
- Students will analyze primary sources on the Zimmerman Telegram and *Lusitania*, then complete the Why Did We Enter World War I Document Based Question. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- In groups, students will analyze various WWI propaganda posters and answer guided questions.
- Students will analyze a primary source East St. Louis and Washington Race Riots. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will create a chart during the Financing the Great War Daily Activity. Students may have the option to hand draw or create a chart using Google Apps.
- Students will use SOAPStone speech analysis technique for the primary source Wilson's Declaration of War "We Shall Be a City Upon a Hill." Students may use a graphic organizer to assist with organization.
- Students will read the poem *Suicide in the Trenches* and complete a Do Now activity highlighting the horrors of trench warfare. There are versions read out loud available on Youtube.com.
- Students will determine if Wilson's 14 Points are realistic during an analysis of his speech. There are paraphrased and full versions of the speech.
- Students will compare and contrast Wilson's 14 Points to the Treaty of Versailles. Students may use a graphic organizer and highlight key points.
- Students will compare and contrast the Treaty of Versailles to Wilson's 14 Points in a venn diagram. Students may use a graphic organizer and paraphrased versions of the documents.
- Students will role play countries involved in the Treaty of Versailles during a simulation of treaty discussions. Each country's perspective offers a varying level of difficulty. Assign countries according to course level or student ability level.

<b>Unit Plan Title</b>	The Roaring 20s, Great Depression, and New Deal
<b>Suggested Time Frame</b>	12 Days

### Overview / Rationale

The 1920's was a time of great economic prosperity coming out of the First World War. It also was a time of great social change and expanded rights for groups like women. However, the great prosperity would not last and would dip the United States, as well as the rest of the world, into the worst economic depression in history. The Great Depression affected every aspect of life in the United States. The social and political ramifications were extreme and can still be felt today. This led to the election of President Franklin Delano Roosevelt and his economic recovery plan called the New Deal to help the United States reach economic prosperity again. Although it would take a Second World War to fully recover, the New Deal changed the way Americans viewed the government and shifted the political allegiances of many social, ethnic, and religious groups.

### Stage 1 – Desired Results

#### Established Goals:

*Standards to be covered...*

#### New Jersey Student Learning Standards for Social Studies

- 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
- 6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
- 6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
- 6.1.12.EconNM.8.a: Analyze the push-pull factors that led to the Great Migration.
- 6.1.12.HistoryCC.8.a: 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.
- 6.1.12.History CC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.
- 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
- 6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- 6.1.12.EconNE.9.a: 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).

- 6.1.12.EconNE.9.b: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.
- 6.1.12.EconNE.9.c: Explain how the government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
- 6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
- 6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.
- 6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
- 6.1.12.CivicsPR.10.a: 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.
- 6.1.12.CivicsPR.10.b: 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).
- 6.1.12.GeoHE.10.a: Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.
- 6.1.12.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
- 6.1.12.EconoNM.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
- 6.1.12.EconoNM.10.b: Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
- 6.1.12.HistoryCA.10.a: 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).
- 6.1.12.HistoryCA.10.b: 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.
- 6.1.12.HistoryCA.10.c: Analyze how other nations responded to the Great Depression.

#### **Essential Questions:**

- How was social and economic life different in the early twentieth century from that of the late nineteenth century?
- How has the cultural identity of the United States changed over time?
- What causes changes in the economy over time?
- How do depressions affect societies?
- Can the government repair the economy?
- Is the government responsible for the

#### **Enduring Understandings:**

- Cultures are held together by shared beliefs, common practices, and values; changes in those bring conflict.
- Moving from a majority rural, farming economic system to a urban, manufacturing economic system brings challenges and opportunities.
- Social and cultural factors, as well as economic, bring about economic change.

<p>economic well-being of its citizens?</p>	<ul style="list-style-type: none"> <li>● Economic downturns are destructive to a culture for generations but can also cause reevaluations of systems to improve for the future.</li> <li>● The government's role in the economy changes greatly over time, mostly through increased involvement.</li> <li>● People disagree on the extent to which the government should intervene in the economy, and political parties have come to represent those disagreements.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The U.S. economic policies of the 1920's.</li> <li>● How the new consumer society of the 1920's affected Americans' economic and social behavior.</li> <li>● The effect of nativism on American society during the 1920's both socially and politically.</li> <li>● The causes and results of the Prohibition experiment.</li> <li>● How the popular culture of the 1920's and the emergence of mass media affected American society.</li> <li>● The causes of the Great Depression were wide ranging and long term, culminating in the stock market collapse.</li> <li>● How speculation caused the stock market to fall.</li> <li>● How the events of the Great Depression affected the entire nation, not only Wall Street.</li> <li>● The social and political effects of the Great Depression on the American people.</li> <li>● The impact of the Great Depression on women, minorities, and LGBTQ+ groups .</li> <li>● How art and entertainment reflected American life during the Depression.</li> <li>● The effects of the Dust Bowl and "Okie" migration.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Analyze the causes for a Republican dominance in national politics in the 1920's.</li> <li>● Explain the idea of supply side economics and how it is supposed to stimulate the economy.</li> <li>● Identify causes and effects of anti-immigrant prejudices.</li> <li>● Identify the main characteristics of art, literature, and popular culture of the 20s era.</li> <li>● Analyze the causes and effects Prohibition.</li> <li>● Identify the causes and effects of the Harlem Renaissance and other artistic movements of the 1920's.</li> <li>● Assess the causes of the Great Depression both domestically and internationally.</li> <li>● Describe how the stock market crash affected the entire nation.</li> <li>● Analyze the effects of the Great Depression on the American people, their art, and their entertainment.</li> <li>● Analyze how different social and ethnic groups were impacted by the Great Depression.</li> <li>● Describe life during the Dust Bowl.</li> <li>● Assess the initiatives Hoover instituted in response to the Depression.</li> <li>● Describe the qualities of an effective leader during a crisis.</li> </ul>

<ul style="list-style-type: none"> <li>• What policies did President Hoover enact to promote recovery.</li> <li>• How citizens reacted to Hoover's recovery efforts.</li> <li>• The effects of the First New Deal programs for reforming the financial system, raising agricultural prices, and promoting industrial recovery.</li> <li>• The political pressures Roosevelt faced from the left and the right, and how he responded to their criticism.</li> <li>• The groups that composed the New Deal coalition and the reasons for their allegiance.</li> <li>• The overall successes and failures of the New Deal's three R's.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the First New Deal programs and their effects.</li> <li>• Explain the shift in national government policies between the Hoover and Roosevelt Administrations.</li> <li>• Analyze the reform programs of the New Deal to explain the expansion of federal government power.</li> <li>• Summarize the effects the New Deal legislation had on federal and state governments.</li> <li>• Assess the successes and failures of the New Deal.</li> <li>• Analyze the long term impacts of the American people's support for a more active federal government.</li> </ul>
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<b>CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS</b> <b>9.1 FINANCIAL LITERACY - Grades 9 - 12</b>	
	<b>Financial Psychology</b>
	<b>To be fiscally responsible, an individual's finances should align with his or her values and goals.</b>
X	9.1.12.FP.1: Create a clear long-term financial plan to ensure its alignment with your values.
X	9.1.12.FP.2: Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.
	<b>Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.</b>
X	9.1.12.FP.3: Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.
X	9.1.12.FP.4: Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.
X	9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
X	9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical



	influences on financial practice.
	<b>The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.</b>
X	9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).
	<b>Civic Financial Responsibility</b>
	<b>Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.</b>
X	9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
X	9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
X	9.1.12.CFR.3: Research companies with corporate governance policies.
	<b>The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</b>
X	9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.
X	9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
X	9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
	<b>Financial Institutions</b>
	<b>There are ways to manage your accounts that provide you with maximum benefits and protection.</b>
X	9.1.12.FI.2: Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection.
	<b>There are factors you can use to select financial institutions and professionals that are best suited for your needs.</b>

X	9.1.12.FI.3: Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).
X	9.1.12.FI.4: Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).
	<b>Economic and Government Influence</b>
	<b>Tax rates vary based on your financial situation.</b>
X	9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased.
X	9.1.12.EG.2: Explain why various forms of income are taxed.
	<b>There are different ways you can influence government policy to improve your financial situation.</b>
X	9.1.12.EG.3: Explain how individuals and businesses influence government policies.
X	9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.
X	9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
	<b>There are agencies, laws, and resources to protect you as a consumer.</b>
X	9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
	<b>Planning and Budgeting</b>
	<b>There are ways to align your investments with your personal financial goals.</b>
X	9.1.12.PB.1: Explain the difference between saving and investing.
X	9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.
	<b>A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.</b>
X	9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals.
X	9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.

X	9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
	<b>Money management requires understanding of cash flow systems and business practices.</b>
X	9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.
	<b>Credit and Debit Management</b>
	<b>There are reasons and consequences to taking on debt.</b>
X	9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.
X	9.1.12.CDM.2: Compare and contrast the advantages and disadvantages of various types of mortgages.
X	9.1.12.CDM.3: Determine ways to leverage debt beneficially.
X	9.1.12.CDM.4: Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.
	<b>There are ways to evaluate loans and their impact on one's personal financial plan.</b>
X	9.1.12.CDM.5: Identify the types of characteristics of predatory lending practices and the importance of collateral (e.g., payday loans, car title loans, high-risk mortgages).
X	9.1.12.CDM.6: Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.).
X	9.1.12.CDM.7: Calculate a mortgage payment based on type of loan, down payment, credit score, and loan interest rate.
X	9.1.12.CDM.8: Compare and compute interest and compound interest and develop an amortization table using business tools.
	<b>Borrowers have rights and responsibilities.</b>
X	9.1.12.CDM.9: Summarize the causes and consequences of personal and corporate bankruptcy and evaluate the implications for self and others.
X	9.1.12.CDM.10: Determine when credit counselling is necessary and evaluate the resources available to assist consumers who wish to use it.
	<b>Credit Profile</b>
	<b>Negative information in credit reports can affect a person's credit score and financial options.</b>

X	9.1.12.CP.1: Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.
X	9.1.12.CP.2: Identify the advantages of maintaining a positive credit history.
	<b>Building and maintaining a good credit history is a process.</b>
X	9.1.12.CP.3: Summarize factors that affect a positive credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit.
X	9.1.12.CP.4: Identify the skill sets needed to build and maintain a positive credit profile.
X	9.1.12.CP.5: Create a plan to improve and maintain an excellent credit rating.
	<b>Debt reduces net worth.</b>
X	9.1.12.CP.6: Explain the effect of debt on a person's net worth.
X	9.1.12.CP.7: Summarize factors that affect a particular credit scoring system.
	<b>There are ways to ensure that your credit is protected, and information is accurate.</b>
X	9.1.12.CP.8: Identify different ways you can protect your credit.
	<b>Risk Management and Insurance</b>
	<b>Individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance.</b>
X	9.1.12.RM.1: Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.
X	9.1.12.RM.2: Identify types of investments appropriate for different objectives such as liquidity, income, and growth.
	<b>Different types of insurance have different costs and protections.</b>
X	9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.
X	9.1.12.RM.4: Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.
X	9.1.12.RM.6: Differentiate the cost benefits and features (e.g., riders, deductibles, umbrella policies) of renters and homeowners insurance.
X	9.1.12.RM.7: Evaluate individual and family needs for insurance protection using opportunity-cost analysis to determine if the amount of protection is adequate or over-insured.

<b>9.2 CAREER AWARENESS, EXPLORATION, PREPARATION, AND TRAINING - Grades 9 - 12</b>	
	<b>Career Awareness and Planning</b>
	<b>There are strategies to improve one's professional value and marketability.</b>
X	9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
X	9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
	<b>An individual's income and benefit needs and financial plan can change over time.</b>
X	9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
X	9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
	<b>Understanding income involves an analysis of payroll taxes, deductions and earned benefits.</b>
X	9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.

<b>9.4 LIFE LITERACIES AND KEY SKILLS Grade 9-12</b>	
	<b>Creativity and Innovation</b>
	<b>With a growth mindset, failure is an important part of success.</b>
X	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
	<b>Digital Citizenship</b>
	<b>Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights. copyright restrictions.</b>
X	9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety,

	law, or ethics.
	<b>Information and Media Literacy</b>
	<b>Accurate information may help in making valuable and ethical choices.</b>
X	9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
	<b>Media have embedded values and points of view.</b>
X	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
X	9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

### **Making Connections to Careers**

Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Actor - a professional in TV, movies, or the theater.
- Athlete - a person who plays a sport.
- Chef - a professional cook, especially in a restaurant or hotel.
- Computer Game Developer - a person who makes games for the internet, mobile phones, PCs and other electronic devices.
- Dietician - a person who advises others on food and nutritional needs.
- Economist - a person who studies economics and offers solutions to economic problems.
- Fashion Designer - a person who creates clothes, accessories, and shoes.
- Judge- an impartial, fair and unbiased person who reads a sentence or keeps order in court.
- Law Enforcement Officer - a government employee who is responsible for the prevention, investigation, apprehension, or detention of individuals suspected or convicted of offenses against the criminal laws.
- Lawyer - a person who advises, counsels or advocates for others in the context of legal.
- Librarian - a person who works professionally in a library and gives access to information and resources.
- Musician - a person who makes music.
- Photographer - a person who makes photographs.
- Poet - a person who composes poetry.
- Politician - an elected leader at the local, state, or national level.
- Teacher - a person who helps others acquire knowledge.

## Interdisciplinary Connections

### New Jersey Student Learning Standards for:

#### English Language Arts

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public

advocacy (e.g., The Federalist, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks that demonstrate a command of formal English when indicated or appropriate.

### Student Resources

#### Primary Source Readings:

- "Strange Fruit," Billie Holiday
- "The Case Against the Red," A. Mitchell Palmer
- "Immigration Act of 1924," United States Congress
- "Inaugural Address," Herbert Hoover
- "Brother Can you Spare a Dime?," Bing Crosby
- "Inaugural Address," Franklin Roosevelt
- "The Man and the Hat," Franklin Roosevelt

#### Secondary Source Readings:

- Supporting textbook United States History and Geography Chapters 17-19
- "F. Scott Fitzgerald and the Age of Excess," Joshua Zeitz
- "Prohibition and Its Effects," Lisa Anderson
- "The Great Depression: An Overview," David Kennedy
- "Women and the Great Depression," Susan Ware

#### Technology:

- Web based content (radio and other pop culture recordings)
- Chromebooks
- Presentation Software/Whiteboards
- Google Suite (Docs, Classroom, Forms)
- Youtube.com/Vimeo.com
- Relevant film/tv/music streaming services (ex: Spotify, Netflix, Amazon)



- Digital Photography
- Open Online Courses/Flipped Classroom
- Blended online learning modules
- Student Response Systems
- Mobile Technology/App-Based learning
- Use of Virtual Reality goggles through Google Streetview and Youtube VR for immersive tours.
- Kahoot.it
- Linkit!
- Educational Games
- QR code generator - <https://www.qr-code-generator.com/>
- Student created infographics - <https://piktochart.com/>
- Hyperdocs <https://hyperdocs.co/>
- Online Subscriptions- Junior Scholastic, EdPuzzle, ReadWorks, NewsELA

### **Teacher Resources**

**Google Folders contain various resources aligned to various topics.**

- The Roaring 20s
- The Great Depression
- The New Deal

#### **Texts:**

- United States History and Geography (Class Textbook) Chapters 17-19

#### **Supplemental Workbooks:**

- U.S. History: Story Shorts
- U.S. History: Cicero Readings

#### **Websites:**

- <http://www.whiteplainspublicschools.org/Page/12862>
- <http://teachers.hfcsd.org/webpages/tnassivera/resources.cfm>
- [teachingtolerance.org](http://teachingtolerance.org)
- [scholastic.com](http://scholastic.com)
- <https://americanhistory.mrdonn.org/>
- <https://sheg.stanford.edu/>
- <https://chroniclingamerica.loc.gov/>

#### **Videos:**

- [Crash Course US History: Roaring 20s](#)
- [Crash Course US History: Women's Suffrage](#)
- [Crash Course US History: The Great Depression](#)
- [Crash Course US History: The New Deal](#)
- Story of US: Boom
- Story of US: Bust
- [History Channel: The Dust Bowl](#)
- Cinderella Man (2005- Universal Studios)

## Stage 2 – Assessment Evidence

### Pre-Assessments:

- Surveys

### Formative Assessments:

- Do Now and Closure Activities
- Group Work
- Socratic Seminars
- Class Discussions
- Primary Source Analysis
- Tiered Assignments

### Summative Assessments:

- Unit II Test
- Choice Boards
- Song and Film Analysis
- Quizzes
- Essays

### Performance Task(s):

- Roaring 20s Museum Project
- Roaring 20s ABC Book Project
- New Deal Jackdaw
- Great Depression Document Based Question Essay

## Stage 3 – Learning Plan

**Google Folders contain suggestions for learning activities.**

### Lessons on the following topics:

- Students will analyze documents to determine why Marcus Garvey was such a controversial figure. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will analyze primary sources to determine the push and pull factors that led African Americans to migrate to Newark. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will analyze a series of primary sources to determine the causes of the Palmer Raids. There are excerpted and full versions of each set of written documents for use in different levels of the course.

- Students will analyze primary sources to determine the causes of Prohibition. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will assess how welcome Mexicans were in the United States in the 1920s. There are excerpted and full versions of each set of written documents for use in different levels of the course. In addition, there are Spanish versions of the documents.
- Students will use documents to contextualize the Scopes Trial. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will research an area of 1920's culture to create a museum exhibit in which they will be curators. This assignment can be extended by the length of the presentation or by adding a written response to other student's projects.
- Students can research topics from the 1920's for each letter of the alphabet and create an ABC children's book. Students can be paired or complete it individually. Topics should include but not be limited to: African Americans, women, LGBTQ+, presidents, films, sports, literature, and entertainment. Students will provide an illustration with each topic.
- Students can "close read" the "Short History of Monopoly" to analyze why the game was created at this time and play the game to sympathize with Americans of the 1930's. This assignment could be extended by asking students to construct a short story around how a family would have felt playing this game at the time.
- Students will analyze documents to determine why there was such a drastic change in Mexican migration during the 1930's. There are excerpted and full versions of each set of written documents for use in different levels of the course. In addition, there are Spanish versions of the documents.
- Students will view the full film or recommended scenes of Cinderella Man and complete a guided questions worksheet. The film will be paused for whole class discussion.
- Students will debate the causes of the Dust Bowl. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will research New Deal programs to determine which of the three R's each program falls under. This can be extended by having students create a Frayer Model for a program.
- Students will attempt to come to a consensus on the successes and failures of the New Deal. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will synthesize evidence into a cohesive argument concerning the change in the relationship between the federal government and the American people. The number of documents could be limited to differentiate this assignment.
- Students will use evidence to support historians' interpretations of the Social Security Act. There are excerpted and full versions of each set of written documents for use in different levels of the course.

<b>Unit Plan Title</b>	The Second World War
<b>Suggested Time Frame</b>	9 Days

### **Overview / Rationale**

The Second World War changed many things about the world. The United States attempted to stay neutral at the start of the war but would eventually enter and change the course of the war. Domestically, the American people would make sacrifices to ensure that tyrannical governments were defeated. To defeat Japan, Germany, and Italy, the United States would use its industrial and technological might. The war would raise questions about how to appropriately wage a war. The United States would finally achieve political, military, and economic supremacy after the war. However, a new, possibly more destructive, ideological battle would begin almost immediately after the Second World War concluded. The nation would also have to come to terms with the horrors of the Second World War and the nation's reaction to them.

### **Stage 1 – Desired Results**

#### **Established Goals:**

*Standards to be covered...*

#### **New Jersey Student Learning Standards for Social Studies**

- 6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
- 6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- 6.1.12.CivicsHR.11.b: 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.
- 6.1.12.EconET.11.a: 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.
- 6.1.12.EconNM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
- 6.1.12.HistoryCC.11.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- 6.1.12.HistoryCA.11.a: 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.
- 6.1.12.HistoryCA.11.b: 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).
- 6.1.12.History CC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of World War II.

<ul style="list-style-type: none"> <li>● 6.1.12.HistoryCC.11.c: 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.</li> <li>● 6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</li> </ul>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● Could the Second World War have been prevented?</li> <li>● Why do some people fail to respond to injustice while others try to prevent injustice?</li> <li>● How should nations address war atrocities both during and after a war?</li> <li>● How does war lead to societal change and conflict?</li> <li>● What is the role of a world power in international affairs?</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Historical contingency is important when discussing causes of an event.</li> <li>● World leaders often operate without full understanding of their counterparts' goals.</li> <li>● Acting to stop injustice is often difficult and not in line with other goals during wartime.</li> <li>● Disputes over ideas, resources, values, and politics can lead to change.</li> <li>● War often forces citizens to take sides and attempt to prove their patriotism.</li> <li>● Powerful nations will be forced to play a larger role in the economic, political, and military developments around the world.</li> </ul>
<b>Knowledge:</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>● How new dictatorships and militaristic expansion in the interwar years led to global warfare.</li> <li>● The efforts made to stop a second world war.</li> <li>● How the experiences of the United States in the First World War influenced reactions to military aggression in the 1930's.</li> <li>● The significance of Pearl Harbor and the declaration of war against Japan.</li> <li>● How the government mobilized the economy, financed the war, and later stabilized the wartime economy.</li> <li>● The plight of Europeans escaping the Holocaust and the United States' reaction to it.</li> <li>● The American policies regarding Japanese Americans following the bombing of Pearl Harbor.</li> </ul>	<b>Skills:</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>● Analyze the causes for many nations' shift towards dictatorship after the First World War.</li> <li>● Assess the impact of efforts to avoid war.</li> <li>● Analyze the reasons why Americans choose to remain neutral.</li> <li>● Explain how Pearl Harbor changed the United States.</li> <li>● Analyze statistical information showing how the U.S. economy performed during the war.</li> <li>● Analyze and interpret primary sources concerning Japanese Internment.</li> <li>● Analyze the United States' reaction to the Holocaust.</li> <li>● Describe the social changes that the Second World War brought.</li> <li>● Analyze the military benefits that the United States brought to the Allies and</li> </ul>

<ul style="list-style-type: none"> <li>• The role women, minorities, and LGBTQ+ played in the war effort.</li> <li>• The military strategies of the Allied forces in the Pacific, Atlantic, and North African theaters of war.</li> <li>• The arguments for and against using atomic weapons to end the war.</li> <li>• The impact the war had on physical and mental disability care for veterans.</li> <li>• The structure of the United Nations.</li> </ul>	<p>how that would impact the post-war world.</p> <ul style="list-style-type: none"> <li>• Analyze the impact of the war on women, minorities, and LGBTQ+ groups.</li> <li>• Explain the development of the atomic bomb through the Manhattan Project.</li> <li>• Analyze the moral, military, and political impacts of using atomic weapons in Japan to end the Second World War.</li> <li>• Analyze how the course of the war led to the makeup and structure of the United Nations Security Council.</li> <li>• Assess the United States role in the creation of the post-war world.</li> </ul>
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<b>CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS</b> <b>9.1 FINANCIAL LITERACY - Grades 9 - 12</b>	
	<b>Financial Psychology</b>
	<b>Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.</b>
X	9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
X	9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
	<b>Civic Financial Responsibility</b>
	<b>Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.</b>
X	9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
X	9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
	<b>The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being</b>

	<b>a good citizen.</b>
X	9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.
X	9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
X	9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
	<b>Economic and Government Influence</b>
	<b>There are different ways you can influence government policy to improve your financial situation.</b>
X	9.1.12.EG.3: Explain how individuals and businesses influence government policies.
X	9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.
X	9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
	<b>Credit and Debit Management</b>
	<b>There are reasons and consequences to taking on debt.</b>
X	9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.
X	9.1.12.CDM.3: Determine ways to leverage debt beneficially.
	<b>Risk Management and Insurance</b>
	<b>Individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance.</b>
X	9.1.12.RM.1: Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.

<b>9.2 CAREER AWARENESS, EXPLORATION, PREPARATION, AND TRAINING - Grades 9 - 12</b>	
	<b>Career Awareness and Planning</b>
	<b>There are strategies to improve one's professional value and marketability.</b>

X	9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
	<b>An individual's income and benefit needs and financial plan can change over time.</b>
X	9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
X	9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
	<b>Understanding income involves an analysis of payroll taxes, deductions and earned benefits.</b>
X	9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.
X	9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.

<b>9.4 LIFE LITERACIES AND KEY SKILLS</b> <b>Grade 9-12</b>	
	<b>Creativity and Innovation</b>
	<b>With a growth mindset, failure is an important part of success.</b>
X	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
	<b>Critical Thinking and Problem-solving</b>
	<b>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</b>
X	9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
X	9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
	<b>Digital Citizenship</b>
	<b>Laws govern many aspects of computing, such as privacy, data, property, information,</b>



	<b>and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights. copyright restrictions.</b>
X	9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.
	<b>Information and Media Literacy</b>
	<b>Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</b>
X	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
	<b>Accurate information may help in making valuable and ethical choices.</b>
X	9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
	<b>Media have embedded values and points of view.</b>
X	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
X	9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
	<b>Technology Literacy</b>
	<b>Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.</b>
X	9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

<b>Making Connections to Careers</b>	
<p>Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:</p> <ul style="list-style-type: none"> <li>● Actor - a professional in TV, movies, or the theater.</li> <li>● Athlete - a person who plays a sport.</li> <li>● Chef - a professional cook, especially in a restaurant or hotel.</li> <li>● Computer Game Developer - a person who makes games for the internet, mobile phones, PCs and other electronic devices.</li> <li>● Dietician - a person who advises others on food and nutritional needs.</li> <li>● Economist - a person who studies economics and offers solutions to economic problems.</li> </ul>	

- Fashion Designer - a person who creates clothes, accessories, and shoes.
- Judge- an impartial, fair and unbiased person who reads a sentence or keeps order in court.
- Law Enforcement Officer - a government employee who is responsible for the prevention, investigation, apprehension, or detention of individuals suspected or convicted of offenses against the criminal laws.
- Lawyer - a person who advises, counsels or advocates for others in the context of legal.
- Librarian - a person who works professionally in a library and gives access to information and resources.
- Musician - a person who makes music.
- Photographer - a person who makes photographs.
- Poet - a person who composes poetry.
- Politician - an elected leader at the local, state, or national level.
- Teacher - a person who helps others acquire knowledge.

### **Interdisciplinary Connections**

#### **New Jersey Student Learning Standards for:**

#### **English Language Arts**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the

characters are introduced and developed).

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks that demonstrate a command of formal English when indicated or appropriate.

### Student Resources

#### Primary Source Readings:

- "Neutrality Act of 1935," United States Congress
- "Cash and Carry Act," United States Congress
- "Lend/Lease Act," United States Congress
- "Four Freedoms Speech," Franklin Roosevelt

- “Declaration of War,” Franklin Roosevelt
- “Mein Kampf,” Adolf Hitler
- “Children in Internment Camps,” Grace Nakamura
- “Account of Bombing of Hiroshima,” Michihiko Hachiya

#### **Secondary Source Readings:**

- “FDR and Hitler: A Study in Contrasts,” David Kennedy
- “Fight Against the Odds: Black Soldiers in the Second World War,” John H. Morrow Jr.
- “Every Citizen a Soldier: World War II Posters on the American Homefront,” William Bird Jr. and Harry Rubenstein
- *“Coming Out Under Fire: The History of Gay Men and Women in World War II,”* Allan Bérubé
- *No Ordinary Time*, Doris Kearns Goodwin, Holocaust Excerpts
- “D-Day or Operation Overlord, June 6, 1944,” Antony Beevor
- “Why Did We Drop the Bomb,” Walter Isaacson
- *I Was There*, William Leahy
- “Ike on Ike,” Dwight D. Eisenhower
- “Thank God for the Bomb,” Paul Fussell

#### **Technology:**

- Web based content (radio and other pop culture recordings)
- Chromebooks
- Presentation Software/Whiteboards
- Google Suite (Docs, Classroom, Forms)
- Youtube.com/Vimeo.com
- Relevant film/tv/music streaming services (ex: Spotify, Netflix, Amazon)
- Digital Photography
- Open Online Courses/Flipped Classroom
- Blended online learning modules
- Student Response Systems
- Mobile Technology/App-Based learning
- Use of Virtual Reality goggles through Google Streetview and Youtube VR for immersive tours.
- Kahoot.it
- Linkit!
- Educational Games
- QR code generator - <https://www.qr-code-generator.com/>
- Student created infographics - <https://piktochart.com/>
- Hyperdocs <https://hyperdocs.co/>
- Online Subscriptions- Junior Scholastic, EdPuzzle, ReadWorks, NewsELA

#### **Teacher Resources**

#### **Google Folders contain various resources aligned to various topics.**

- The Cause of the Second World War
- The United States Homefront During the War
- The Military Campaigns During the War
- The Decisions Made to Conclude the War

**Texts:**

- United States History and Geography (McGraw Hill 2014 Edition) Chapters 20-21
- *Dr. Seuss Goes to War: The World War II Editorial Cartoons of Theodor Seuss Geisel*, Richard Minear

**Supplemental Workbooks:**

- U.S. History: Story Shorts
- U.S. History: Cicero Readings

**Websites:**

- <http://www.whiteplainspublicschools.org/Page/12862>
- <http://teachers.hfcsd.org/webpages/tnassivera/resources.cfm>
- [teachingtolerance.org](http://teachingtolerance.org)
- [scholastic.com](http://scholastic.com)
- <https://americanhistory.mrdonn.org/>
- <https://sheg.stanford.edu/>
- <https://chroniclingamerica.loc.gov/>

**Videos:**

- [Crash Course US History: World War II Part 1](#)
- [Crash Course US History: World War II Part 2](#)
- Saving Private Ryan, D-Day Scene
- Hiroshima, BBC Documentary, Dropping the Bomb Scene
- Story of US: World War II
- [Modern Marvels: The Manhattan Project](#)
- Band of Brothers (2001- HBO), Recommended Episodes: Day of Days, Bastogne, Why We Fight
- Swing Kids (1993- Hollywood Pictures)
- The Pacific (2010- HBO), Recommended Episodes: Guadalcanal, Okinawa
- Schindler's List (1993- Universal)
- Der Furer's Face (Disney)  
<https://www.youtube.com/watch?v=S-PZVrWvJM0>
- Fifth Column Mouse (Looney Tunes)  
<https://www.youtube.com/watch?v=LRnpJbD-HB4>

**Stage 2 – Assessment Evidence****Pre-Assessments:**

- Surveys

**Formative Assessments:**

- Do Now and Closure Activities
- Group Work
- Socratic Seminars

- Class Discussions
- Primary Source Analysis
- Tiered Assignments

**Summative Assessments:**

- Unit III Test
- Choice Boards
- Song and Film Analysis
- Quizzes
- Essays

**Performance Task(s):**

- Debate on the Bombing of Hiroshima
- World War II Jackdaw
- Japanese Internment Document Based Question Essay

**Stage 3 – Learning Plan**

**Google Folders contain suggestions for learning activities.**

**Lessons on the following topics:**

- Students will analyze documents from Dr. Seuss and Charles Lindbergh to determine the arguments of the intervention and isolationist supporters. This could be extended by having students research an additional document to support one side.
- Students will analyze political cartoons from *Dr. Seuss Goes to War*.
- Students will view Fifth Column Mouse (Looney Tunes) and brainstorm historical events seen in the cartoon as well as analyze its use for propaganda. This will be done by writing observations during viewing and whole class discussion.
- Students will view Der Fuehrer's Face (Disney) and brainstorm historical events seen in the cartoon as well as analyze its use for propaganda. This will be done by writing observations during viewing and whole class discussion.
- Students will synthesize evidence into a cohesive argument concerning the changes brought by the attack on Pearl Harbor. The number of documents could be limited to differentiate this assignment.
- Students will research major battles of the Second World War. Recommended episodes of Band of Brothers or The Pacific can be viewed for reinforcement.
- Students can view Episode 2 Day of Days of Band of Brothers and then the opening scene to *Saving Private Ryan*. Through whole class discussion, students will examine the importance of D-Day in the Allies successfully winning the war.
- Students will use primary sources to create an argument as to why Japanese Americans were interned during the Second World War. There are excerpted and full versions of each set of written documents for use in different levels of the course.

- Students will analyze photographs of Manzanar Internment camp to determine what the photos can tell someone about life in the camps. This assignment could be expanded by adding excerpts from *Farewell to Manzanar*.
- In groups, students will analyze various propaganda posters and answer guided questions.
- Students will analyze conflicting newspaper reports on the Zoot Suit Riots to determine what caused the riots. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will analyze documents from those trying to escape the Holocaust and the reaction they received from the United States immigration officials. This lesson could be extended by having students propose immigration reform laws. Film clips from *Schindler's List* can be viewed for reinforcement.
- Students will analyze documents about the use of nuclear weapons to end the Second World War and determine how the event should be remembered. This assignment could be extended into an argumentative essay.
- Students will research the use of nuclear weapons in Japan and prepare a formal debate concerning their military necessity, the need for an unconditional surrender, and whether it opened the door for humanity's destruction. This could be extended by adding an informative essay to the preparation for the debate.
- Students will research the makeup of the United Nations Security Council and determine how this organization could cause friction between the United States and the Soviet Union. This could be expanded by having students participate in a Model United Nations concerning a present day issue.

<b>Unit Plan Title</b>	Post-War Society, Early Cold War, and the 1950's Civil Rights Movement
<b>Suggested Time Frame</b>	14 Days

### **Overview / Rationale**

The events after the war led to an extended time period of foreign and domestic policy decisions between the West and the Soviet Union known as the Cold War. This shaped much about the United States until the fall of the Soviet Union in 1991. Post WWII prosperity altered life in the United States. The increase in the standard of living for the majority of Americans served to emphasize the difference in civil rights for minorities. These differences led many to push for the civil rights that had been denied since the end of Reconstruction.

### **Stage 1 – Desired Results**

#### **Established Goals:**

#### *Standards to be covered...*

- 6.1.12.EconNE.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
- 6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- 6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
- 6.1.12.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.
- 6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- 6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.
- 6.1.12.HistoryCC.12.e: 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.
- 6.1.12.HistorySE.12.a: 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.
- 6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.
- 6.1.12.CivicsPI.13.a: 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.
- 6.1.12.CivicsDP.13.a: 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).

- 6.1.12.GeoPP.13.a: 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.
- 6.1.12.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.
- 6.1.12.EconEM.13.a: 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).
- 6.1.12.EconNE.13.a: Evaluate the effectiveness of economic policies that sought to combat postWorld War II inflation.
- 6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
- 6.1.12.HistoryCC.13.b: 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.
- 6.1.12.HistoryCC.13.c: 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.
- 6.1.12.HistoryUP.13.a: 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.
- 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.

#### **Essential Questions:**

- What were the root causes of the Cold War?
- How did the Cold War shape postwar international relationships?
- How did Cold War tensions affect American Society?
- What factors allowed the United States to prosper in the postwar era?
- How does prosperity change the way people live?
- Why did the Civil Rights Movement make gains in postwar America?
- What motivates a society to make changes?

#### **Enduring Understandings:**

- Ideological differences and misunderstandings can generate conflict.
- Conflicting nations seek allies in unaligned nations.
- International conflicts can cause both an increase in patriotism and protest, leading to disagreement at home.
- War can bring economic prosperity if nations have minimal physical damage to repair.
- The movement of people, goods, and ideas causes societies to change over time.
- The struggle for individual rights and equality often shapes a society's politics.

	<ul style="list-style-type: none"> <li>• The pace of change can lead to backlash from both those seeking the change and those against it.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The Cold War was caused by long term ideological disagreement and distrust, as well as many events during the Second World War.</li> <li>• Both the United States and Soviet Union developed alliance systems in order to limit their counterparts military, political, and economic growth.</li> <li>• Within the United States, the feeling of distrust spread between Americans themselves, both personally and as a government policy.</li> <li>• A lack of physical damage, strong union membership, and the development of the manufacturing economy during the Second World War set the stage for massive economic growth in the postwar era.</li> <li>• The American culture that characterized the postwar era.</li> <li>• Using the court system and more economic power, African Americans fought the injustices that existed in the United States since the end of Reconstruction.</li> <li>• Americans were concerned with their perception in the eyes of other nations, leading some to advocate changes to make society more equal.</li> <li>• Minority groups pursued new rights through their support of the war effort in World War II.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Analyze how the Second World War caused conflict between the United States and the Soviet Union.</li> <li>• Assess the ideological differences between the United States and the Soviet Union.</li> <li>• Analyze the United States government policies to combat international communism including the Truman Doctrine, Marshall Plan, and Korean War.</li> <li>• Assess the impact of the Soviets creating their own nuclear weapons and China becoming a communist nation.</li> <li>• Describe the causes and effects of the Korean War.</li> <li>• Describe the creation of NATO and the Warsaw Pact and their goals.</li> <li>• Analyze the reasons for President Truman's Loyalty Program and the House UnAmerican Activities Committee (HUAC).</li> <li>• Analyze the causes and effects of the Lavender Scare on the LGBTQ+ community.</li> <li>• Assess the impact of McCarthyism on American politics and society more generally.</li> <li>• Review the costs of repair for the nations involved in the Second World War.</li> <li>• Analyze the causes of the growth of union membership in many American industries.</li> <li>• Analyze how aspects of American culture displayed both positive and negative parts of American society.</li> <li>• Analyze the impact of American industry on the world economy.</li> </ul>

	<ul style="list-style-type: none"> <li>● Review the unjust policies of the federal, state, and local governments towards minorities.</li> <li>● Assess the effectiveness of boycotts, protest marches, and speeches made to gain more equal access to American society.</li> <li>● Analyze the reasons why the federal government became involved in specific events during the Civil Rights Movement.</li> <li>● Analyze the arguments for and against expanded civil rights legislation at a federal level.</li> </ul>
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### **Making Connections to Careers**

Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Actor - a professional in TV, movies, or the theater.
- Athlete - a person who plays a sport.
- Chef - a professional cook, especially in a restaurant or hotel.
- Computer Game Developer - a person who makes games for the internet, mobile phones, PCs and other electronic devices.
- Dietician - a person who advises others on food and nutritional needs.
- Economist - a person who studies economics and offers solutions to economic problems.
- Fashion Designer - a person who creates clothes, accessories, and shoes.
- Judge- an impartial, fair and unbiased person who reads a sentence or keeps order in court.
- Law Enforcement Officer - a government employee who is responsible for the prevention, investigation, apprehension, or detention of individuals suspected or convicted of offenses against the criminal laws.
- Lawyer - a person who advises, counsels or advocates for others in the context of legal.
- Librarian - a person who works professionally in a library and gives access to information and resources.
- Musician - a person who makes music.
- Photographer - a person who makes photographs.
- Poet - a person who composes poetry.
- Politician - an elected leader at the local, state, or national level.
- Teacher - a person who helps others acquire knowledge.

### **CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS**

<b>9.1 FINANCIAL LITERACY - Grades 9 - 12</b>	
	<b>Financial Psychology</b>
	<b>Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.</b>
X	9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
X	9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
	<b>Civic Financial Responsibility</b>
	<b>The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</b>
X	9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
	<b>Financial Institutions</b>
	<b>There are factors you can use to select financial institutions and professionals that are best suited for your needs.</b>
X	9.1.12.FI.3: Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).
	<b>Economic and Government Influence</b>
	<b>There are different ways you can influence government policy to improve your financial situation.</b>
X	9.1.12.EG.3: Explain how individuals and businesses influence government policies.
X	9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.
X	9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
	<b>Credit and Debit Management</b>
	<b>There are reasons and consequences to taking on debt.</b>
X	9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.

X	9.1.12.CDM.2: Compare and contrast the advantages and disadvantages of various types of mortgages.
X	9.1.12.CDM.3: Determine ways to leverage debt beneficially.
X	9.1.12.CDM.4: Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.
	<b>There are ways to evaluate loans and their impact on one's personal financial plan.</b>
X	9.1.12.CDM.5: Identify the types of characteristics of predatory lending practices and the importance of collateral (e.g., payday loans, car title loans, high-risk mortgages).
	<b>Risk Management and Insurance</b>
	<b>Individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance.</b>
X	9.1.12.RM.1: Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.
	<b>Different types of insurance have different costs and protections.</b>
X	9.1.12.RM.4: Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.

<b>9.2 CAREER AWARENESS, EXPLORATION, PREPARATION, AND TRAINING - Grades 9 - 12</b>	
	<b>Career Awareness and Planning</b>
	<b>There are strategies to improve one's professional value and marketability.</b>
X	9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
X	9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
	<b>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</b>
X	9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and students loans).
	<b>An individual's income and benefit needs and financial plan can change over time.</b>

X	9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
	<b>Understanding income involves an analysis of payroll taxes, deductions and earned benefits.</b>
X	9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
	<b>There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.</b>
X	9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.
X	9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
X	9.2.12.CAP.23: Identify different ways to obtain capital for starting a business.

<b>9.4 LIFE LITERACIES AND KEY SKILLS</b> <b>Grade 9-12</b>	
	<b>Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights. copyright restrictions.</b>
X	9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.
	<b>Information and Media Literacy</b>
	<b>Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</b>
X	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
	<b>Media have embedded values and points of view.</b>
X	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
X	9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
	<b>Technology Literacy</b>

	<b>Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.</b>
X	9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

<b>Interdisciplinary Connections</b>	
<p><b>New Jersey Student Learning Standards for:</b></p> <p><b>English Language Arts</b></p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks that demonstrate a command of formal English when indicated or appropriate.

### Student Resources

#### Primary Source Readings:

- "Universal Declaration of Human Rights," United Nations
- "The Truman Doctrine," Harry Truman
- *Little Boxes*, Malvina Reynolds
- "Farewell Address," Dwight D. Eisenhower
- *Howl*, Allen Ginsburg
- *Brown v. Board of Education Majority Decision*, United States Supreme Court
- *The Affluent Society*, John Kenneth Galbraith

#### Secondary Source Readings:

- "Black Ordeal, Black Freedom," from *America Divided: The Civil War of the 1960s*, Maurice Isserman and Michael Kazin
- "The Catcher in the Rye: The Voice of Alienation," Timothy Aubry
- "Different Perspectives on the Civil Rights Movement," Anthony Badger



- “Immigration Policy, Mexican Americans, and Undocumented Immigrants, 1954 to the Present,” Eladio Bobadilla
- “Welfare,” in *The Straight State: Sexuality and Citizenship in Twentieth-Century America*, Margot Canaday
- “Anti-Communism in the 1950s,” Wendy Wall

#### **Technology:**

- Web based content (radio and other pop culture recordings)
- Chromebooks
- Presentation Software/Whiteboards
- Google Suite (Docs, Classroom, Forms)
- Youtube.com/Vimeo.com
- Relevant film/tv/music streaming services (ex: Spotify, Netflix, Amazon)
- Digital Photography
- Open Online Courses/Flipped Classroom
- Blended online learning modules
- Student Response Systems
- Mobile Technology/App-Based learning
- Use of Virtual Reality goggles through Google Streetview and Youtube VR for immersive tours.
- Kahoot.it
- Linkit!
- Educational Games
- QR code generator - <https://www.qr-code-generator.com/>
- Student created infographics - <https://piktochart.com/>
- Hyperdocs <https://hyperdocs.co/>
- Online Subscriptions- Junior Scholastic, EdPuzzle, ReadWorks, NewsELA

#### **Teacher Resources**

#### **Google Folders contain various resources aligned to various topics.**

- The Causes of the Cold War
- Early Cold War Events Through 1960
- 1950’s Culture
- The Civil Rights Movement Through 1960

#### **Texts:**

- United States History and Geography (McGraw Hill 2014 Edition) Chapters 22-23 and 25

#### **Supplemental Workbooks:**

- U.S. History: Story Shorts
- U.S. History: Cicero Readings

#### **Websites:**

- <http://www.whiteplainspublicschools.org/Page/12862>
- <http://teachers.hfcsd.org/webpages/tnassivera/resources.cfm>

- [teachingtolerance.org](http://teachingtolerance.org)
- [scholastic.com](http://scholastic.com)
- <https://americanhistory.mrdonn.org/>
- <https://sheg.stanford.edu/>
- <https://chroniclingamerica.loc.gov/>

**Videos:**

- [Crash Course US History: The Cold War](#)
- [Crash Course US History: Cold War in Asia](#)
- [Crash Course US History: Civil Rights and the 1950s](#)
- Dr. Strangelove Or: How I Learned to Stop Worrying and Love the Bomb
- Story of US: Superpower
- [“Eyes on the Prize,” Episode 1, Awakening 1954-1956](#)
- [Crisis in Levittown, Documentary](#)
- [A Date With Your Family, Documentary](#)
- Duck and Cover (1951): <https://www.youtube.com/watch?v=IKqXu-5jw60>
- Happy Days, Recommended Episodes: The Best Man, Be The First on Your Block
- The Butter Battle Book: <https://www.youtube.com/watch?v=qYQTyMcsf9c>

## Stage 2 – Assessment Evidence

**Pre-Assessments:**

- Surveys

**Formative Assessments:**

- Do Now and Closure Activities
- Group Work
- Socratic Seminars
- Class Discussions
- Primary Source Analysis
- Tiered Assignments

**Summative Assessments:**

- Unit IV Test
- Choice Boards
- Song and Film Analysis
- Quizzes
- Essays

**Performance Task(s):**

- Post-War Research Paper
- Socratic Seminars

- Model United Nations

### Stage 3 – Learning Plan

**Google Folders contain suggestions for learning activities.**

**Lessons on the following topics:**

- Students can view The Butter Battle Book or read the book by Dr. Seuss to analyze how it connects to the origins of the Cold War.
- Students will analyze documents to assess who started the Cold War. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will analyze excerpts from North and South Korean textbooks to determine who started the Korean War. This lesson could be expanded by reviewing different excerpts from American textbooks to see whether the narrative has changed over time.
- Students will analyze documents to determine why the United States became involved in Guatemala and how they overthrew the elected government. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will read and annotate “Naming Names: The Social Costs of McCarthyism,” by Victor Navasky and participate in a Socratic Seminar. This could be made more accessible to students by giving guiding questions that will be asked during the seminar beforehand.
- Students can view the episode The Best Man from Happy Days and analyze the racial discrimination in housing. Through whole class discussion, students can also examine how television addressed race issues.
- Students can view the episode Be the First on Your Block from Happy Days and discuss the drive to build bomb shelters during the Cold War.
- As an Opener, students can view Duck and Cover and debate their viewpoint on government recommendations for preparing for an atomic attack. Students can discuss modern similarities and differences to preparing for disasters.
- Students can analyze assorted documents concerning Levittown to determine whether it was an example of a triumph of American society or a symbol of racial injustice. This could be expanded by having students compose an argumentative essay.
- Students can read and annotate “The Catcher in the Rye: The Voice of Alienation,” by Timothy Aubry for a Socratic Seminar. This could be made more accessible to students by giving guiding questions that will be asked during the seminar beforehand.
- Students will watch the “A Date With Your Family” documentary and then create a presentation comparing it with how the modern family is expected to operate. This could be expanded by having students prepare a skit or record a video of a modern American family having dinner.
- Students will analyze documents to determine the social and economic conditions which led many women to become housewives and assess the happy housewife stereotype. This could be expanded by having students debate having one parent become the primary caregiver.

- Students will analyze documents to determine whether the public housing development in Newark, New Jersey was a success.
- Students will analyze documents explaining Minniejean Brown's experience at Little Rock Central High School to describe her time there. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will analyze documents to get a deeper understanding of the causes and contexts of the Montgomery Bus Boycott. This could be extended by having students compare the conventional narrative around Rosa Parks' story and the ideas presented in these documents.
- Students will select a topic and research a section of the unit more in depth to develop an argumentative research paper. The length, number, and type of required sources can be adjusted depending on the level of the course.

<b>Unit Plan Title</b>	The 1960's – Kennedy and Johnson Administrations
<b>Suggested Time Frame</b>	15 Days

### Overview / Rationale

The 1960's was a time of economic and political turmoil at home. The Kennedy and Johnson Administrations were attempting to create a more fair society. However, at the same time they were increasing the United States' involvement in Vietnam, leading to a massive protest movement. Many minority groups fought to achieve better lives for themselves through multiple means. Some continued a nonviolent approach popularized in the 1950's, while other groups became far more aggressive due to their perception that government action was accomplishing too little.

### Stage 1 – Desired Results

#### Established Goals:

*Standards to be covered...*

#### New Jersey Student Learning Standards for Social Studies

- 6.1.12.EconNE.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
- 6.1.12.EconNE.12.a: Assess the impact of agricultural innovation on the world economy.
- 6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- 6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
- 6.1.12.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East. •
- 6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- 6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.
- 6.1.12.HistoryCC.12.e: 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.
- 6.1.12.HistorySE.12.a: 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.
- 6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.
- 6.1.12.CivicsPI.13.a: 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.

- 6.1.12.CivicsDP.13.a: 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).
- 6.1.12.GeoPP.13.a: 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.
- 6.1.12.GeoPP.13.b: 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.
- 6.1.12.GeoHE.13.a: 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.
- 6.1.12.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.
- 6.1.12.EconEM.13.a: 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).
- 6.1.12.EconNE.13.b: 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).
- 6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
- 6.1.12.HistoryCC.13.c: 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.
- 6.1.12.HistoryCC.13.d: 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.
- 6.1.12.HistoryUP.13.a: 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.
- 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.

**Essential Questions:**

- Can and should the government solve society's problems?
- How do you think President Kennedy and President Lyndon B. Johnson changed American society?
- Why do you think the Civil Rights Movement made gains in postwar America?

**Enduring Understandings:**

- The struggle for individual rights and equality often shape society's politics.
- Countries are affected by their relationship with each other.
- Wartime society often influences governmental change.
- Military conflict is often politicized thus dividing people within cultures.

<ul style="list-style-type: none"> <li>• What did students, women and Latino's learn from the Civil Rights Movement and apply to their protests actions?</li> <li>• What motivates society to make changes?</li> <li>• How does military conflict divide people within cultures?</li> <li>• Should citizens support the government during wartime?</li> </ul>	<ul style="list-style-type: none"> <li>• Various demographics are affected differently during a wartime society.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The importance of the Warren Court rulings and how they dramatically reshaped U.S. politics and society.</li> <li>• The foreign policy crises forced by the Kennedy Administration such as the Bay of Pigs Invasion, the construction of the Berlin Wall, and the Cuban Missile Crisis.</li> <li>• The reasons for President Lyndon B. Johnson's War on Poverty and the successes and failures of the program.</li> <li>• The reasons for nonviolent passive resistance and how it helped to challenge segregation and racism.</li> <li>• Why the Civil Rights Act of 1964 and the Voting Rights of 1965 were considered turning points in the Civil Rights Movement.</li> <li>• Although political gain was achieved during this time, many African American and other minorities still face economic and social inequality.</li> <li>• How the United States became involved with France's conflict in Vietnam.</li> <li>• How the United States' involvement in Vietnam changed during the Kennedy and Johnson Administrations.</li> <li>• Why the United States military could not quickly defeat the North Vietnamese forces.</li> <li>• The issues and problems that the Vietnam War caused at home.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Explain the effects of the Warren Court rulings.</li> <li>• Identify how aid programs for developing nations and an expanded space program were intended to contain communism and help the U.S. stay ahead in technology.</li> <li>• Describe the War on Poverty and analyze its failures.</li> <li>• Describe the different tactics used during civil rights protests and explain why they were successful.</li> <li>• Explain how the Civil Rights Act of 1964 permitted the federal government to fight racial discrimination.</li> <li>• Analyze reasons that some people turned away from nonviolent strategies to further the Civil Rights Movement.</li> <li>• Evaluate why the United States provided military aid to the French in Indochina.</li> <li>• Describe how the United States involvement in Vietnam changed during the Kennedy and Johnson Administrations.</li> <li>• Analyze the tactics used by the Vietcong and describe how the U.S. military responded.</li> <li>• Explain why 1968 was considered the most turbulent year of the 1960's.</li> <li>• The steps President Nixon took to end the conflict in Vietnam.</li> <li>• Identify why Americans disagreed with the war in Vietnam.</li> </ul>

<ul style="list-style-type: none"> <li>● Why 1968 was such an important year in this era.</li> <li>● The steps President Nixon took to end the conflict in Vietnam.</li> <li>● The impact of the Vietnam War on American culture and politics.</li> <li>● How the counterculture movement impacted popular American culture.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the policies Nixon employed to end the war.</li> <li>● Contrast the political and cultural aftermath of the Vietnam War with that of previous international conflict.</li> </ul>
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<b>CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS</b> <b>9.1 FINANCIAL LITERACY - Grades 9 - 12</b>	
	<b>Financial Psychology</b>
	<b>To be fiscally responsible, an individual's finances should align with his or her values and goals.</b>
X	9.1.12.FP.1: Create a clear long-term financial plan to ensure its alignment with your values.
X	9.1.12.FP.2: Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.
	<b>Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.</b>
X	9.1.12.FP.3: Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.
X	9.1.12.FP.4: Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.
X	9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
X	9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
	<b>The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.</b>
X	9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).
	<b>Civic Financial Responsibility</b>
	<b>Philanthropic, charitable, and entrepreneurial organizations play distinctly different but</b>



	<b>vitaly important roles in supporting the interests of local and global communities.</b>
X	9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
X	9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
X	9.1.12.CFR.3: Research companies with corporate governance policies.
	<b>The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</b>
X	9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.
X	9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
	9.1.12.CFR.5: Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.).
X	9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
	<b>Financial Institutions</b>
	<b>There are ways to manage your accounts that provide you with maximum benefits and protection.</b>
X	9.1.12.FI.2: Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection.
	<b>There are factors you can use to select financial institutions and professionals that are best suited for your needs.</b>
X	9.1.12.FI.3: Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).
X	9.1.12.FI.4: Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).
	<b>Economic and Government Influence</b>

	<b>Tax rates vary based on your financial situation.</b>
X	9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased.
X	9.1.12.EG.2: Explain why various forms of income are taxed.
	<b>There are different ways you can influence government policy to improve your financial situation.</b>
X	9.1.12.EG.3: Explain how individuals and businesses influence government policies.
X	9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.
X	9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
	<b>There are agencies, laws, and resources to protect you as a consumer.</b>
X	9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
	<b>Planning and Budgeting</b>
	<b>There are ways to align your investments with your personal financial goals.</b>
X	9.1.12.PB.1: Explain the difference between saving and investing.
X	9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.
	<b>A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.</b>
X	9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals.
X	9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.
X	9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
	<b>Money management requires understanding of cash flow systems and business practices.</b>
X	9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.

	<b>Credit and Debit Management</b>
	<b>There are reasons and consequences to taking on debt.</b>
X	9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.
X	9.1.12.CDM.2: Compare and contrast the advantages and disadvantages of various types of mortgages.
X	9.1.12.CDM.3: Determine ways to leverage debt beneficially.
X	9.1.12.CDM.4: Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.
	<b>There are ways to evaluate loans and their impact on one's personal financial plan.</b>
X	9.1.12.CDM.5: Identify the types of characteristics of predatory lending practices and the importance of collateral (e.g., payday loans, car title loans, high-risk mortgages).
X	9.1.12.CDM.6: Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.).
X	9.1.12.CDM.7: Calculate a mortgage payment based on type of loan, down payment, credit score, and loan interest rate.
X	9.1.12.CDM.8: Compare and compute interest and compound interest and develop an amortization table using business tools.
	<b>Borrowers have rights and responsibilities.</b>
X	9.1.12.CDM.9: Summarize the causes and consequences of personal and corporate bankruptcy and evaluate the implications for self and others.
X	9.1.12.CDM.10: Determine when credit counselling is necessary and evaluate the resources available to assist consumers who wish to use it.
	<b>Credit Profile</b>
	<b>Negative information in credit reports can affect a person's credit score and financial options.</b>
X	9.1.12.CP.1: Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.
X	9.1.12.CP.2: Identify the advantages of maintaining a positive credit history.
	<b>Building and maintaining a good credit history is a process.</b>

X	9.1.12.CP.3: Summarize factors that affect a positive credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit.
X	9.1.12.CP.4: Identify the skill sets needed to build and maintain a positive credit profile.
X	9.1.12.CP.5: Create a plan to improve and maintain an excellent credit rating.
	<b>Debt reduces net worth.</b>
X	9.1.12.CP.6: Explain the effect of debt on a person's net worth.
X	9.1.12.CP.7: Summarize factors that affect a particular credit scoring system.
	<b>There are ways to ensure that your credit is protected, and information is accurate.</b>
X	9.1.12.CP.8: Identify different ways you can protect your credit.
	<b>Risk Management and Insurance</b>
	<b>Individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance.</b>
X	9.1.12.RM.1: Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.
X	9.1.12.RM.2: Identify types of investments appropriate for different objectives such as liquidity, income, and growth.
	<b>Different types of insurance have different costs and protections.</b>
X	9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.
X	9.1.12.RM.4: Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.
X	9.1.12.RM.6: Differentiate the cost benefits and features (e.g., riders, deductibles, umbrella policies) of renters and homeowners insurance.
X	9.1.12.RM.7: Evaluate individual and family needs for insurance protection using opportunity-cost analysis to determine if the amount of protection is adequate or over-insured.

<b>9.2 CAREER AWARENESS, EXPLORATION, PREPARATION, AND TRAINING - Grades 9 - 12</b>	
	<b>Career Awareness and Planning</b>
	<b>There are strategies to improve one's professional value and marketability.</b>
X	9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
X	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
X	9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
X	<b>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</b>
X	9.2.12.CAP.4: Evaluate different careers and develop various plans (eg., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
X	9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
X	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
X	9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
X	9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
X	9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.
X	9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and students loans).
X	9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.

	<b>An individual's income and benefit needs and financial plan can change over time.</b>
X	9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
X	9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
	<b>Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.</b>
X	9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
	<b>Understanding income involves an analysis of payroll taxes, deductions and earned benefits.</b>
X	9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.
X	9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.
X	9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
X	9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).
X	9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.
X	9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.
	<b>There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.</b>
X	9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.
X	9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.

X	9.2.12.CAP.23: Identify different ways to obtain capital for starting a business.
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<b>9.4 LIFE LITERACIES AND KEY SKILLS</b> <b>Grade 9-12</b>	
	<b>Creativity and Innovation</b>
	<b>With a growth mindset, failure is an important part of success.</b>
X	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
	<b>Innovative ideas or innovation can lead to career opportunities.</b>
X	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
X	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
	<b>Critical Thinking and Problem-solving</b>
	<b>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</b>
X	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
X	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving).
X	9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
X	9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
	<b>Digital Citizenship</b>
	<b>Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.</b>
X	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws

	can have on the creation and sharing of content .
X	9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
	<b>Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights. copyright restrictions.</b>
X	9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.
X	9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
X	9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.
	<b>Cultivating online reputations for employers and academia requires separating private and professional digital identities.</b>
X	9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
	<b>Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</b>
X	9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
	<b>Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.</b>
X	9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
	<b>Global and Cultural Awareness</b>



	<b>Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</b>
X	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.
	<b>Information and Media Literacy</b>
	<b>Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</b>
X	9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
X	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
	<b>Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.</b>
X	9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions .
X	9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.
	<b>In order for members of our society to participate productively, information needs to be shared accurately and ethically.</b>
X	9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately.
X	9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity.
	<b>Accurate information may help in making valuable and ethical choices.</b>
X	9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
	<b>Media have embedded values and points of view.</b>

X	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
X	9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
	<b>Technology Literacy</b>
	<b>Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.</b>
X	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
X	9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
	<b>Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.</b>
X	9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
X	9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

<b>Making Connections to Careers</b>	
<p>Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:</p> <ul style="list-style-type: none"> <li>● Actor - a professional in TV, movies, or the theater.</li> <li>● Athlete - a person who plays a sport.</li> <li>● Chef - a professional cook, especially in a restaurant or hotel.</li> <li>● Computer Game Developer - a person who makes games for the internet, mobile phones, PCs and other electronic devices.</li> <li>● Dietician - a person who advises others on food and nutritional needs.</li> <li>● Economist - a person who studies economics and offers solutions to economic problems.</li> <li>● Fashion Designer - a person who creates clothes, accessories, and shoes.</li> <li>● Judge- an impartial, fair and unbiased person who reads a sentence or keeps order in court</li> <li>● Law Enforcement Officer - a government employee who is responsible for the prevention, investigation, apprehension, or detention of individuals suspected or convicted of offenses against the criminal laws.</li> <li>● Lawyer - a person who advises, counsels or advocates for others in the context of legal</li> <li>● Librarian - a person who works professionally in a library and gives access to information and resources.</li> </ul>	

- Musician - a person who makes music.
- Photographer - a person who makes photographs.
- Poet - a person who composes poetry.
- Politician - an elected leader at the local, state, or national level.
- Teacher - a person who helps others acquire knowledge.

### **Interdisciplinary Connections**

#### **New Jersey Student Learning Standards for:**

#### **English Language Arts**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific

individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks that demonstrate a command of formal English when indicated or appropriate.

## Student Resources

### Primary Source Readings:

- *Brown V. Board of Education 1954*, Supreme Court of the United States
- "The Inaugural Address of John F. Kennedy," John F. Kennedy
- "Letter From Birmingham Jail," Martin Luther King Jr.
- "I Have A Dream," Martin Luther King Jr
- *Autobiography of Malcolm X*, Malcolm X
- "Gulf of Tonkin Resolution," 88th United States Congress
- Warren Court Rulings
- "Civil Rights Act 1964," United States Congress
- "Voting Rights Act 1965," United States Congress
- "Great Society Speech," Lyndon B. Johnson

### Secondary Source Readings:

- Supporting textbook United States History and Geography (McGraw Hill 2014 Edition) Chapters 24 - 27
- Cicero Readings
- [The Rise and Fall of Jim Crow](#)
- [Different Perspectives of the Civil Rights Movement](#), Anthony J. Badger

#### **Technology:**

- Web based content (radio and other pop culture recordings)
- Chromebooks
- Presentation Software/Whiteboards
- Google Suite (Docs, Classroom, Forms)
- Youtube.com/Vimeo.com
- Relevant film/tv/music streaming services (ex: Spotify, Netflix, Amazon)
- Digital Photography
- Open Online Courses/Flipped Classroom
- Blended online learning modules
- Student Response Systems
- Mobile Technology/App-Based learning
- Use of Virtual Reality goggles through Google Streetview and Youtube VR for immersive tours.
- Kahoot.it
- Linkit!
- Educational Games
- QR code generator - <https://www.qr-code-generator.com/>
- Student created infographics - <https://piktochart.com/>
- Hyperdocs <https://hyperdocs.co/>
- Online Subscriptions- Junior Scholastic, EdPuzzle, ReadWorks, NewsELA

#### **Teacher Resources**

#### **Google Folders contain various resources aligned to various topics.**

- The Civil Rights Movement
- The Kennedy Administration
- The Johnson Administration

#### **Texts:**

- United States History and Geography (McGraw Hill 2014 Edition) Chapters 17-19

#### **Supplemental Workbooks:**

- U.S. History: Story Shorts
- U.S. History: Cicero Readings

#### **Technology:**

#### **Websites:**

- <http://www.whiteplainspublicschools.org/Page/12862>
- <http://teachers.hfcsd.org/webpages/tnassivera/resources.cfm>

- [teachingtolerance.org](http://teachingtolerance.org)
- [scholastic.com](http://scholastic.com)
- <https://americanhistory.mrdonn.org/>
- <https://sheg.stanford.edu/>
- <https://chroniclingamerica.loc.gov/>

**Videos:**

- Mississippi Burning (full movie)
- The Children's March
- [Kennedy Inauguration](#)
- [TED - ED: Cuban Missile Crisis](#)
- [The Zapruder Film](#)
- [History Channel: The Draft](#)
- [Operation Rolling Thunder](#)
- [History Channel: The Tet Offensive](#)
- We Were Soldiers (full movie)
- Dear America: Letters Home From Vietnam
- [Vietnam Veteran Interview](#)
- The Wonder Years, Episode Angel
- 1968 with Tom Brokaw

## Stage 2 – Assessment Evidence

**Pre-Assessments:**

- Surveys

**Formative Assessments:**

- Do Now and Closure Activities
- Group Work
- Socratic Seminars
- Class Discussions
- Primary Source Analysis
- Tiered Assignments

**Summative Assessments:**

- Unit V Test
- Choice Boards
- Song and Film Analysis
- Quizzes
- Essays

**Performance Task(s):**

- Civil Rights Movement Choiceboard
- Vietnam War Station Project

### Stage 3 – Learning Plan

#### Description of Suggested Learning Activities and/or Instructional Strategies as appropriate for the grade band and/or content area.

**Google Folders contain suggestions for learning activities.**

#### **Lessons on the following topics:**

- Students will analyze primarily sources pertaining to the Warren Court rulings. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will view The Children's March and complete discussion questions. There are varying levels of discussion questions.
- Students will analyze primarily sources from Martin Luther King Jr. and Malcolm X . There is a venn diagram available to assist with comparing and contrasting.
- Students will create a Civil Rights Scrapbook by placing themselves in the shoes of someone who lived through this era. The created scrapbook should chronicle major events of the movement and elaborates on its effect on their lives. Student's may have the option of creating either a printed or digital version of the scrapbook.
- Students can choose three of nine options on a Civil Rights Movement Choiceboard. Each of the options targets a different multiple intelligence.
- Students will analyze documents on the Bay of Pigs and Cuban Missile Crisis. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will evaluate a Vietnam War Document Based Question. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will analyze primary sources, music, artifacts, and create art in a Vietnam War Station Project. Students may have the option of choosing which station best suits their learning style.
- Students will complete a Soldiers of Vietnam Guided Reading. There are varying levels of discussion questions available.
- Students will view Dear America: Letters Home From Vietnam and complete discussion questions. There are varying levels of discussion questions and graphic organizers available to assist with viewing. Students may also write a letter from the perspective of an American soldier in Vietnam.
- Students will analyze music from the 1960's. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will analyze different primary sources on the Stonewall Riots. Students will then facilitate a socratic seminar discussing different perspectives of the riots. There are excerpted documents and graphic organizers available.
- Students will complete a document based question on Cesar Chavez and the United Farm Workers. There are excerpted and full versions of each set of written documents for use in different levels of the course.

- Students will analyze primary sources on the Women's Movement of the 1960's. Students will then participate in a Socratic Seminar on the topic. There are varying levels of document's and graphic organizers.
- Students will analyze various aspects of 1960's culture and historical events through the Vietnam Stations Project. Students will have the choice of visiting various stations and completing assignments that focus on topics including but not limited to: analyzing songs, researching those who lost their lives in the war, creating dog tags or decorating helmets, creating a pro or anti-war poster. Assignments will address multiple intelligences.
- Students can view the full film or clips from 1968 with Tom Brokaw and answer guided questions. The film can be paused for whole class discussion.



<b>Unit Plan Title</b>	Nixon, Ford and Carter Administrations – 1970’s
<b>Suggested Time Frame</b>	12 Days

### **Overview / Rationale**

The 1970’s was a time of political, social, and economic turmoil around the world as well as in the United States. The United States had to deal with a heightened Cold War, multiple revolutions, and the monopoly the Organization of the Petroleum Exporting Countries (OPEC) held on oil. The 1970’s was a time of economic and political turmoil at home. Many minority groups fought to achieve better lives for themselves through multiple means. The Civil Right Movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for the individuals and groups previously discriminated against.

### **Stage 1 – Desired Results**

#### **Established Goals:**

*Standards to be covered...*

#### **New Jersey Student Learning Standards for Social Studies**

- 6.1.12.CivicsPI.14.b: 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.
- 6.1.12.CivicsPI.14.c: 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.
- 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
- 6.1.12.CivicsDP.13.a: 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)
- 6.1.12.GeoHE.13.a: 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.
- 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
- 6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
- 6.1.12.GeoHE.14.a: 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.
- 6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.

<ul style="list-style-type: none"> <li>● 6.1.12.EconET.14.b: 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.</li> <li>● 6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.</li> <li>● 6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.</li> <li>● 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.</li> <li>● 6.1.12.HistorySE.14.a: 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.</li> <li>● 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.</li> </ul>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● What did students, women and Latino's learn from the Civil Rights Movement and apply to their protests actions?</li> <li>● How has society changed for students, women, and Latinos?</li> <li>● How do you think the Nixon Administration affected people's attitudes towards government?</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● The struggle for individual rights and equality often shapes society's politics.</li> <li>● People engage in politics to solve problems in their society.</li> <li>● How society changes its shape overtime.</li> </ul>
<b>Knowledge:</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>● How the counterculture influenced American culture.</li> <li>● The legislation that prohibited gender discrimination.</li> <li>● The arguments for and against the ratification of the Equal Rights Amendment.</li> <li>● The types of discrimination Latinos faced during the twentieth century.</li> <li>● The significance of Nixon's New Federalism.</li> <li>● How the Nixon Doctrine and detent represented new directions in U.S. foreign policy.</li> <li>● The events that led to the Watergate scandal and Nixon's resignation.</li> </ul>	<b>Skills:</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>● Describe how the student movement challenged political and social status quos.</li> <li>● Analyze the debate over the passage of the Equal Rights Amendment.</li> <li>● Outline the reasons for the immigration of Latinos to the United States during the twentieth century and the types of discrimination that many faced.</li> <li>● Explain why the United States relations with China and the Soviet Union improved during the Nixon Administration.</li> <li>● Sequence the events that led to the Watergate scandal and Nixon's resignation.</li> </ul>

<ul style="list-style-type: none"> <li>• The significance of the Camp David Accords.</li> <li>• Why busing and affirmative action were the most contentious civil rights issues of the 1970s.</li> <li>• The legislation passed by Congress and other federal action to protect the environment and respond to environmental disasters.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the causes of the Iran Hostage Crisis and its effects on the Carter presidency.</li> <li>• Compare the gains made by African Americans, Native Americans, and people with disabilities during the 1970's.</li> <li>• List some of the environmental protection initiatives started during the 1970's.</li> </ul>
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<b>CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS</b> <b>9.1 FINANCIAL LITERACY - Grades 9 - 12</b>	
	<b>Financial Psychology</b>
	<b>To be fiscally responsible, an individual's finances should align with his or her values and goals.</b>
X	9.1.12.FP.1: Create a clear long-term financial plan to ensure its alignment with your values.
X	9.1.12.FP.2: Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.
	<b>Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.</b>
X	9.1.12.FP.3: Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.
X	9.1.12.FP.4: Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.
X	9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
X	9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
	<b>The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.</b>
X	9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).
	<b>Civic Financial Responsibility</b>

	<b>Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.</b>
X	9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
X	9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
X	9.1.12.CFR.3: Research companies with corporate governance policies.
	<b>The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</b>
X	9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.
X	9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
X	9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
	<b>Financial Institutions</b>
	<b>There are ways to manage your accounts that provide you with maximum benefits and protection.</b>
X	9.1.12.FI.2: Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection.
	<b>There are factors you can use to select financial institutions and professionals that are best suited for your needs.</b>
X	9.1.12.FI.3: Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).
X	9.1.12.FI.4: Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).
	<b>Economic and Government Influence</b>
	<b>Tax rates vary based on your financial situation.</b>

X	9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased.
X	9.1.12.EG.2: Explain why various forms of income are taxed.
	<b>There are different ways you can influence government policy to improve your financial situation.</b>
X	9.1.12.EG.3: Explain how individuals and businesses influence government policies.
X	9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.
X	9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
	<b>There are agencies, laws, and resources to protect you as a consumer.</b>
X	9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
	<b>Planning and Budgeting</b>
	<b>There are ways to align your investments with your personal financial goals.</b>
X	9.1.12.PB.1: Explain the difference between saving and investing.
X	9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.
	<b>A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.</b>
X	9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals.
X	9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.
X	9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
	<b>Money management requires understanding of cash flow systems and business practices.</b>
X	9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.
	<b>Credit and Debit Management</b>

	<b>There are reasons and consequences to taking on debt.</b>
X	9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.
X	9.1.12.CDM.2: Compare and contrast the advantages and disadvantages of various types of mortgages.
X	9.1.12.CDM.3: Determine ways to leverage debt beneficially.
X	9.1.12.CDM.4: Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.
	<b>There are ways to evaluate loans and their impact on one's personal financial plan.</b>
X	9.1.12.CDM.5: Identify the types of characteristics of predatory lending practices and the importance of collateral (e.g., payday loans, car title loans, high-risk mortgages).
X	9.1.12.CDM.6: Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.).
X	9.1.12.CDM.7: Calculate a mortgage payment based on type of loan, down payment, credit score, and loan interest rate.
X	9.1.12.CDM.8: Compare and compute interest and compound interest and develop an amortization table using business tools.
	<b>Borrowers have rights and responsibilities.</b>
X	9.1.12.CDM.9: Summarize the causes and consequences of personal and corporate bankruptcy and evaluate the implications for self and others.
X	9.1.12.CDM.10: Determine when credit counselling is necessary and evaluate the resources available to assist consumers who wish to use it.
	<b>Credit Profile</b>
	<b>Negative information in credit reports can affect a person's credit score and financial options.</b>
X	9.1.12.CP.1: Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.
X	9.1.12.CP.2: Identify the advantages of maintaining a positive credit history.
	<b>Building and maintaining a good credit history is a process.</b>
X	9.1.12.CP.3: Summarize factors that affect a positive credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit.

X	9.1.12.CP.4: Identify the skill sets needed to build and maintain a positive credit profile.
X	9.1.12.CP.5: Create a plan to improve and maintain an excellent credit rating.
	<b>Debt reduces net worth.</b>
X	9.1.12.CP.6: Explain the effect of debt on a person's net worth.
X	9.1.12.CP.7: Summarize factors that affect a particular credit scoring system.
	<b>There are ways to ensure that your credit is protected, and information is accurate.</b>
X	9.1.12.CP.8: Identify different ways you can protect your credit.
	<b>Risk Management and Insurance</b>
	<b>Individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance.</b>
X	9.1.12.RM.1: Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.
X	9.1.12.RM.2: Identify types of investments appropriate for different objectives such as liquidity, income, and growth.
	<b>Different types of insurance have different costs and protections.</b>
X	9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.
X	9.1.12.RM.4: Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.
	9.1.12.RM.5: Explain what self-insuring is and determine when it is appropriate.
X	9.1.12.RM.6: Differentiate the cost benefits and features (e.g., riders, deductibles, umbrella policies) of renters and homeowners insurance.
X	9.1.12.RM.7: Evaluate individual and family needs for insurance protection using opportunity-cost analysis to determine if the amount of protection is adequate or over-insured.

<b>9.2 CAREER AWARENESS, EXPLORATION, PREPARATION, AND TRAINING - Grades 9 - 12</b>	
	<b>Career Awareness and Planning</b>

	<b>There are strategies to improve one's professional value and marketability.</b>
X	9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
X	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
X	9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
	<b>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</b>
X	9.2.12.CAP.4: Evaluate different careers and develop various plans (eg., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
X	9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
X	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
X	9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
X	9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
X	9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.
X	9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and students loans).
X	9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.
	<b>An individual's income and benefit needs and financial plan can change over time.</b>
X	9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security,



	Medicare) provide insurance against some loss of income and benefits to eligible recipients.
X	9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
	<b>Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.</b>
X	9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
	<b>Understanding income involves an analysis of payroll taxes, deductions and earned benefits.</b>
X	9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.
X	9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.
X	9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
X	9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).
X	9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.
X	9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.
	<b>There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.</b>
X	9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.
X	9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
X	9.2.12.CAP.23: Identify different ways to obtain capital for starting a business.

<b>9.4 LIFE LITERACIES AND KEY SKILLS</b> <b>Grade 9-12</b>	
	<b>Creativity and Innovation</b>
	<b>With a growth mindset, failure is an important part of success.</b>
X	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
	<b>Innovative ideas or innovation can lead to career opportunities.</b>
X	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
X	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
	<b>Critical Thinking and Problem-solving</b>
	<b>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</b>
X	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
X	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving).
X	9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
X	9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
	<b>Digital Citizenship</b>
	<b>Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.</b>
X	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content .
X	9.4.12.DC.2: Compare and contrast international differences in copyright laws and

	ethics.
	<b>Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights. copyright restrictions.</b>
X	9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.
X	9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
X	9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.
	<b>Cultivating online reputations for employers and academia requires separating private and professional digital identities.</b>
X	9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
	<b>Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</b>
X	9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
	<b>Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.</b>
X	9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
	<b>Global and Cultural Awareness</b>
	<b>Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</b>
X	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.
	<b>Information and Media Literacy</b>
	<b>Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</b>
X	9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
X	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
	<b>Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.</b>
X	9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions .
X	9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.
	<b>In order for members of our society to participate productively, information needs to be shared accurately and ethically.</b>
X	9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately.
X	9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity.
	<b>Accurate information may help in making valuable and ethical choices.</b>
X	9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
	<b>Media have embedded values and points of view.</b>
X	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
X	9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

	<b>Technology Literacy</b>
	<b>Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.</b>
X	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
X	9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
	<b>Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.</b>
X	9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
X	9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

<b>Making Connections to Careers</b>
<p>Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:</p> <ul style="list-style-type: none"> <li>● Actor - a professional in TV, movies, or the theater.</li> <li>● Athlete - a person who plays a sport.</li> <li>● Chef - a professional cook, especially in a restaurant or hotel.</li> <li>● Computer Game Developer - a person who makes games for the internet, mobile phones, PCs and other electronic devices.</li> <li>● Dietician - a person who advises others on food and nutritional needs.</li> <li>● Economist - a person who studies economics and offers solutions to economic problems.</li> <li>● Fashion Designer - a person who creates clothes, accessories, and shoes.</li> <li>● Judge- an impartial, fair and unbiased person who reads a sentence or keeps order in court.</li> <li>● Law Enforcement Officer - a government employee who is responsible for the prevention, investigation, apprehension, or detention of individuals suspected or convicted of offenses against the criminal laws.</li> <li>● Lawyer - a person who advises, counsels or advocates for others in the context of legal.</li> <li>● Librarian - a person who works professionally in a library and gives access to information and resources.</li> <li>● Musician - a person who makes music.</li> <li>● Photographer - a person who makes photographs.</li> <li>● Poet - a person who composes poetry.</li> <li>● Politician - an elected leader at the local, state, or national level.</li> </ul>

- Teacher - a person who helps others acquire knowledge.

### **Interdisciplinary Connections**

#### **New Jersey Student Learning Standards for:**

#### **English Language Arts**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks that demonstrate a command of formal English when indicated or appropriate.

### Student Resources

#### Primary Source Readings:

- "Roe V. Wade 1973," The Supreme Court of the United States
- The Watergate Tapes
- "Richard Nixon's Resignation Speech," Richard Nixon
- "ERA Legislation," United States Congress
- "The War Powers Resolution of 1973," United States Congress
- "Pardon of Richard Nixon," Gerald Ford
- "Regents Of University of California V. Bakke 1978," The Supreme Court of the United States

#### Secondary Source Readings:

- Supporting textbook United States History and Geography (McGraw Hill 2014 Edition) Chapters 27 - 29
- Cicero Readings
- *The Feminine Mystique*, "Chapter 1," Betty Friedan
- "The Pentagon Papers," The New York Times

#### Technology:

- Web based content (radio and other pop culture recordings)

- Chromebooks
- Presentation Software/Whiteboards
- Google Suite (Docs, Classroom, Forms)
- Youtube.com/Vimeo.com
- Relevant film/tv/music streaming services (ex: Spotify, Netflix, Amazon)
- Digital Photography
- Open Online Courses/Flipped Classroom
- Blended online learning modules
- Student Response Systems
- Mobile Technology/App-Based learning
- Use of Virtual Reality goggles through Google Streetview and Youtube VR for immersive tours.
- Kahoot.it
- Linkit!
- Educational Games
- QR code generator - <https://www.qr-code-generator.com/>
- Student created infographics - <https://piktochart.com/>
- Hyperdocs <https://hyperdocs.co/>
- Online Subscriptions- Junior Scholastic, EdPuzzle, ReadWorks, NewsELA

### **Teacher Resources**

**Google Folders contain various resources aligned to various topics.**

- The Civil Rights Movement
- The Nixon Administration
- The Carter Administration

#### **Texts:**

- United States History and Geography (McGraw Hill 2014 Edition) Chapters 27 - 29

#### **Supplemental Workbooks:**

- U.S. History: Story Shorts
- U.S. History: Cicero Readings

#### **Technology:**

##### **Websites:**

- <http://www.whiteplainspublicschools.org/Page/12862>
- <http://teachers.hfcsd.org/webpages/tnassivera/resources.cfm>
- [teachingtolerance.org](http://teachingtolerance.org)
- [scholastic.com](http://scholastic.com)
- <https://americanhistory.mrdonn.org/>
- <https://sheg.stanford.edu/>
- <https://chroniclingamerica.loc.gov/>

#### **Videos:**

- All The President's Men (full movie)
- [Kent State Shootings Explained](#)



- [Roe Vs. Wade: Crash Course](#)
- [History Vs. Richard Nixon: Ted-Ed](#)
- [Three Mile Island Documentary](#)
- [Camp David Accords: Crash Course](#)
- [Iran Hostage Crisis: News Coverage](#)
- Argo (full movie)

## Stage 2 – Assessment Evidence

### Pre-Assessments:

- Surveys

### Formative Assessments:

- Do Now and Closure Activities
- Group Work
- Socratic Seminars
- Class Discussions
- Primary Source Analysis
- Tiered Assignments

### Summative Assessments:

- Unit VI Test
- Choice Boards
- Song and Film Analysis
- Quizzes
- Essays

### Performance Task(s):

- Richard Nixon Report Card
- 1970's Choice Board

## Stage 3 – Learning Plan

**Description of Suggested Learning Activities and/or Instructional Strategies as appropriate for the grade band and/or content area.**

**Google Folders contain suggestions for learning activities.**

**Lessons on the following topics:**

- Students will analyze primarily sources pertaining to the Roe Vs. Wade ruling. There are excerpted and full versions of each set of written documents for use in different levels of the course.

- Students will view The Presidents Men and complete discussion questions. There are varying levels of discussion questions.
- Students will analyze primary sources from Nixon's domestic policies. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students can choose three of nine options on a 1970's Choiceboard. Each of the options targets a different multiple intelligence.
- Students will analyze documents on key Supreme Court cases from the 1970's. There are excerpted and full versions of each set of written documents for use in different levels of the course.
- Students will analyze political cartoons about environmental issues of the 1970's. There are varying levels of cartoons available for students to analyze.
- Students will analyze Richard Nixon's foreign and domestic policies to create a report card rating his presidency. Students may have the option of choosing which medium best suits their learning style.
- Students will complete a Feminine Mystique Guided Reading. There are varying levels of discussion questions available.
- Students will view Argo and complete discussion questions. There are varying levels of discussion questions and graphic organizers available to assist with viewing.
- Students will complete America Held Hostage Guided Reading. There are varying levels of discussion questions available.
- Students will write an essay answering the question: "What are the key reasons why you believe Jimmy Carter was a one-term president? What aspects of his foreign policy and personality do you think contributed to this?" A graphic organizer may be used to assist with organization.

<b>Unit Plan Title</b>	1980's to Contemporary America
<b>Suggested Time Frame</b>	13 Days

#### **Overview / Rationale**

The 1980's was a time of political change, especially with conservatives. This also led to a change in American economics throughout the 1980's. Ronald Reagan and George H.W. Bush led the nation through international issues and the conclusion of the Cold War.

The 1990's were integral in shaping the United States as it is today. The first war in Iraq and President Clinton's presidency helped lead America into the 21st century, with both positive and negative consequences.

The United States entered the year 2000 with an economic surplus and a bright outlook. Some events, including the attacks on September 11th, changed that outlook. America has challenges ahead in the political, economic, diplomatic, and scientific arenas.

#### **Stage 1 – Desired Results**

##### **Established Goals:**

*Standards to be covered...*

##### **New Jersey Student Learning Standards for Social Studies**

- 6.1.12.CivicsPR.15.a: 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.
- 6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
- 6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations
- 6.1.12.HistorySE.15.a: 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.

- 6.1.12.HistorySE.15.b: 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.
- 6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
- 6.1.12.CivicsPR.16.a: 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.
- 6.1.12.GeoHE16.a: 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.
- 6.1.12.EconGE.16.a: 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.
- 6.1.12.EconNE.16.a: Make evidenced-based inferences regarding the impact of technology on the global workforce and on entrepreneurship.
- 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
- 6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
- 6.1.12.HistoryCC.16.b: 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.

#### **Essential Questions:**

- How has the resurgence of conservative ideas changed society?
- How have improvements in science and technology contributed to the change in society?
- How has immigration, technology and global trade changed the world?
- How has American culture shaped a set of common values and practice?
- How have disputes over ideas, values, and politics resulted in change?

#### **Enduring Understandings:**

- Learning about the past helps us understand the present and make decisions about the future.
- The movement of people, places, and ideas causes societies to change over time.
- Learning about the past helps us understand the present and make decisions about the future.

#### **Knowledge:**

*Students will know...*

#### **Skills:**

*Students will be able to...*

<ul style="list-style-type: none"> <li>• The differences in the political philosophies of liberalism and conservatism.</li> <li>• The reasons President Reagan encouraged tax cuts and deregulation.</li> <li>• How entrepreneurs transformed the news and entertainment industries.</li> <li>• The political and economic reasons for the collapse of the Soviet Union.</li> <li>• The majority domestic initiatives of the Clinton Administration and those proposed by the Contract with America.</li> <li>• The key point of contention in the debate over illegal immigration legislation.</li> <li>• How the computer revolution and the Internet revolution changed communication.</li> <li>• The controversy over the 2000 election.</li> <li>• How September 11, 2001 marked a turning point in the history of the United States.</li> <li>• The foreign and domestic policies of the Bush, Obama, and Trump administrations.</li> <li>• How protests from the Civil Rights Movement are connected to protests related to LGBTQ+ Rights, Disabled People's rights, immigration, or the War on Terror.</li> </ul>	<ul style="list-style-type: none"> <li>• Contrast liberalism and conservatism.</li> <li>• Explain the major issues facing the Reagan Administration.</li> <li>• Understand how entrepreneurs transformed the news and entertainment industries.</li> <li>• Analyze the political and economic reasons for the collapse of the Soviet Union.</li> <li>• Summarize the majority domestic initiatives of the Clinton Administration and those proposed by the Contract with America.</li> <li>• Describe the debate over illegal immigration legislation.</li> <li>• Identify how the computer revolution and the Internet revolution changed communication.</li> <li>• Describe why the presidential election of 2000 was controversial.</li> <li>• Explain how the September 11th terrorist attacks and the wars in Afghanistan and Iraq increased tension between the need for national security and protecting civil liberties.</li> <li>• Explain the similarities and differences between the Bush, Obama, and Trump administrations.</li> <li>• Explain similarities and differences between different protest movements.</li> </ul>
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<b>CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS</b> <b>9.1 FINANCIAL LITERACY - Grades 9 - 12</b>	
	<b>Financial Psychology</b>
	<b>To be fiscally responsible, an individual's finances should align with his or her values and goals.</b>
X	9.1.12.FP.1: Create a clear long-term financial plan to ensure its alignment with your values.
X	9.1.12.FP.2: Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.

	<b>Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.</b>
X	9.1.12.FP.3: Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.
X	9.1.12.FP.4: Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.
X	9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
X	9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
	<b>The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.</b>
X	9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).
	<b>Civic Financial Responsibility</b>
	<b>Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.</b>
X	9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
X	9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
X	9.1.12.CFR.3: Research companies with corporate governance policies.
	<b>The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</b>
X	9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.
X	9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.

X	9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
	<b>Financial Institutions</b>
	<b>There are ways to manage your accounts that provide you with maximum benefits and protection.</b>
X	9.1.12.FI.2: Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection.
	<b>There are factors you can use to select financial institutions and professionals that are best suited for your needs.</b>
X	9.1.12.FI.3: Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).
X	9.1.12.FI.4: Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).
	<b>Economic and Government Influence</b>
	<b>Tax rates vary based on your financial situation.</b>
X	9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased.
X	9.1.12.EG.2: Explain why various forms of income are taxed.
	<b>There are different ways you can influence government policy to improve your financial situation.</b>
X	9.1.12.EG.3: Explain how individuals and businesses influence government policies.
X	9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.
X	9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
	<b>There are agencies, laws, and resources to protect you as a consumer.</b>
X	9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
	<b>Planning and Budgeting</b>
	<b>There are ways to align your investments with your personal financial goals.</b>

X	9.1.12.PB.1: Explain the difference between saving and investing.
X	9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.
	<b>A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.</b>
X	9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals.
X	9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.
X	9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
	<b>Money management requires understanding of cash flow systems and business practices.</b>
X	9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.
	<b>Credit and Debit Management</b>
	<b>There are reasons and consequences to taking on debt.</b>
X	9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.
X	9.1.12.CDM.2: Compare and contrast the advantages and disadvantages of various types of mortgages.
X	9.1.12.CDM.3: Determine ways to leverage debt beneficially.
X	9.1.12.CDM.4: Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.
	<b>There are ways to evaluate loans and their impact on one's personal financial plan.</b>
X	9.1.12.CDM.5: Identify the types of characteristics of predatory lending practices and the importance of collateral (e.g., payday loans, car title loans, high-risk mortgages).
X	9.1.12.CDM.6: Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.).
X	9.1.12.CDM.7: Calculate a mortgage payment based on type of loan, down payment, credit score, and loan interest rate.
X	9.1.12.CDM.8: Compare and compute interest and compound interest and develop an



	amortization table using business tools.
	<b>Borrowers have rights and responsibilities.</b>
X	9.1.12.CDM.9: Summarize the causes and consequences of personal and corporate bankruptcy and evaluate the implications for self and others.
X	9.1.12.CDM.10: Determine when credit counselling is necessary and evaluate the resources available to assist consumers who wish to use it.
	<b>Credit Profile</b>
	<b>Negative information in credit reports can affect a person's credit score and financial options.</b>
X	9.1.12.CP.1: Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.
X	9.1.12.CP.2: Identify the advantages of maintaining a positive credit history.
	<b>Building and maintaining a good credit history is a process.</b>
X	9.1.12.CP.3: Summarize factors that affect a positive credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit.
X	9.1.12.CP.4: Identify the skill sets needed to build and maintain a positive credit profile.
X	9.1.12.CP.5: Create a plan to improve and maintain an excellent credit rating.
	<b>Debt reduces net worth.</b>
X	9.1.12.CP.6: Explain the effect of debt on a person's net worth.
X	9.1.12.CP.7: Summarize factors that affect a particular credit scoring system.
	<b>There are ways to ensure that your credit is protected, and information is accurate.</b>
X	9.1.12.CP.8: Identify different ways you can protect your credit.
	<b>Risk Management and Insurance</b>
	<b>Individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance.</b>
X	9.1.12.RM.1: Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.
X	9.1.12.RM.2: Identify types of investments appropriate for different objectives such as liquidity, income, and growth.

	<b>Different types of insurance have different costs and protections.</b>
X	9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.
X	9.1.12.RM.4: Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.
	9.1.12.RM.5: Explain what self-insuring is and determine when it is appropriate.
X	9.1.12.RM.6: Differentiate the cost benefits and features (e.g., riders, deductibles, umbrella policies) of renters and homeowners insurance.
X	9.1.12.RM.7: Evaluate individual and family needs for insurance protection using opportunity-cost analysis to determine if the amount of protection is adequate or over-insured.

<b>9.2 CAREER AWARENESS, EXPLORATION, PREPARATION, AND TRAINING - Grades 9 - 12</b>	
	<b>Career Awareness and Planning</b>
	<b>There are strategies to improve one's professional value and marketability.</b>
X	9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
X	9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
X	9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
	<b>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</b>
X	9.2.12.CAP.4: Evaluate different careers and develop various plans (eg., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
X	9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
X	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

X	9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
X	9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
X	9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.
X	9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and students loans).
X	9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.
	<b>An individual's income and benefit needs and financial plan can change over time.</b>
X	9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
X	9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
	<b>Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.</b>
X	9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
	<b>Understanding income involves an analysis of payroll taxes, deductions and earned benefits.</b>
X	9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.
	9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.
X	9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.

X	9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).
X	9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.
X	9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.
	<b>There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.</b>
X	9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.
X	9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
X	9.2.12.CAP.23: Identify different ways to obtain capital for starting a business.

<b>9.4 LIFE LITERACIES AND KEY SKILLS</b> <b>Grade 9-12</b>	
	<b>Creativity and Innovation</b>
	<b>With a growth mindset, failure is an important part of success.</b>
X	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
	<b>Innovative ideas or innovation can lead to career opportunities.</b>
X	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
X	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
	<b>Critical Thinking and Problem-solving</b>
	<b>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</b>
X	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
X	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking

	and problem solving).
X	9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
X	9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
	<b>Digital Citizenship</b>
	<b>Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.</b>
X	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content .
X	9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
	<b>Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights. copyright restrictions.</b>
X	9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.
X	9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
X	9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.
	<b>Cultivating online reputations for employers and academia requires separating private and professional digital identities.</b>
X	9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
	<b>Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</b>

X	9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
	<b>Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.</b>
X	9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
	<b>Global and Cultural Awareness</b>
	<b>Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</b>
X	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.
	<b>Information and Media Literacy</b>
	<b>Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</b>
X	9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
X	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
	<b>Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.</b>
X	9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions .
X	9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.
	<b>In order for members of our society to participate productively, information needs to be shared accurately and ethically.</b>

X	9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately.
X	9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity.
	<b>Accurate information may help in making valuable and ethical choices.</b>
X	9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
	<b>Media have embedded values and points of view.</b>
X	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
X	9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
	<b>Technology Literacy</b>
	<b>Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.</b>
X	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
X	9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
	<b>Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.</b>
X	9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
X	9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

<b>Making Connections to Careers</b>	
<p>Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:</p> <ul style="list-style-type: none"> <li>• Actor - a professional in TV, movies, or the theater.</li> <li>• Athlete - a person who plays a sport.</li> </ul>	

- Chef - a professional cook, especially in a restaurant or hotel.
- Computer Game Developer - a person who makes games for the internet, mobile phones, PCs and other electronic devices.
- Dietician - a person who advises others on food and nutritional needs.
- Economist - a person who studies economics and offers solutions to economic problems.
- Fashion Designer - a person who creates clothes, accessories, and shoes.
- Judge- an impartial, fair and unbiased person who reads a sentence or keeps order in court.
- Law Enforcement Officer - a government employee who is responsible for the prevention, investigation, apprehension, or detention of individuals suspected or convicted of offenses against the criminal laws.
- Lawyer - a person who advises, counsels or advocates for others in the context of legal.
- Librarian - a person who works professionally in a library and gives access to information and resources.
- Musician - a person who makes music.
- Photographer - a person who makes photographs.
- Poet - a person who composes poetry.
- Politician - an elected leader at the local, state, or national level.
- Teacher - a person who helps others acquire knowledge.

### **Interdisciplinary Connections**

#### **New Jersey Student Learning Standards for:**

#### **English Language Arts**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.



RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks that demonstrate a command of formal English when indicated or appropriate.

## Student Resources

**Primary Source Readings:**

- “Ronald Reagan Acceptance Speech,” Ronald Reagan
- “North American Free Trade Agreement,” United States Congress
- “The Patriot Act,” United States Congress

**Secondary Source Readings:**

- Supporting textbook United States History and Geography (McGraw Hill 2014 Edition) Chapters 29 - 31
- Cicero Readings

**Technology:**

- Web based content (radio and other pop culture recordings)
- Chromebooks
- Presentation Software/Whiteboards
- Google Suite (Docs, Classroom, Forms)
- Youtube.com/Vimeo.com
- Relevant film/tv/music streaming services (ex: Spotify, Netflix, Amazon)
- Digital Photography
- Open Online Courses/Flipped Classroom
- Blended online learning modules
- Student Response Systems
- Mobile Technology/App-Based learning
- Use of Virtual Reality goggles through Google Streetview and Youtube VR for immersive tours.
- Kahoot.it
- Linkit!
- Educational Games
- QR code generator - <https://www.qr-code-generator.com/>
- Student created infographics - <https://piktochart.com/>
- Hyperdocs <https://hyperdocs.co/>
- Online Subscriptions- Junior Scholastic, EdPuzzle, ReadWorks, NewsELA

**Teacher Resources****Google Folders contain various resources aligned to various topics.**

- The Reagan Administration
- The G.H.W Bush Administration
- The Clinton Administration
- The G.W. Bush Administration
- The Obama Administration
- The Trump Administration

**Texts:**

- United States History and Geography (McGraw Hill 2014 Edition) Chapters 29 - 31

**Supplemental Workbooks:**

- U.S. History: Story Shorts

- U.S. History: Cicero Readings

**Websites:**

- <http://www.whiteplainspublicschools.org/Page/12862>
- <http://teachers.hfcsd.org/webpages/tnassivera/resources.cfm>
- [teachingtolerance.org](http://teachingtolerance.org)
- [scholastic.com](http://scholastic.com)
- <https://americanhistory.mrdonn.org/>
- <https://sheg.stanford.edu/>
- <https://chroniclingamerica.loc.gov/>

**Videos:**

- [Reagan Campaign Commercial](#)
- [Ronald Reagan: Star Wars Initiative](#)
- [Crash Course: Persian Gulf War](#)
- [Rodney King and L.A. Riots](#)
- [Bill Clinton: Biography](#)
- [September 11th: Attacks](#)

## Stage 2 – Assessment Evidence

**Pre-Assessments:**

- Surveys

**Formative Assessments:**

- Do Now and Closure Activities
- Group Work
- Socratic Seminars
- Class Discussions
- Primary Source Analysis
- Tiered Assignments

**Summative Assessments:**

- Unit VII Test
- Choice Boards
- Song and Film Analysis
- Quizzes
- Essays

**Performance Task(s):**

- Decades Project
- Research Paper

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Stage 3 – Learning Plan
Description of Suggested Learning Activities and/or Instructional Strategies as appropriate for the grade band and/or content area.
<p><b>Google Folders contain suggestions for learning activities.</b></p> <p><b>Lessons on the following topics:</b></p> <ul style="list-style-type: none"> <li>• Students will analyze primary sources pertaining to Reagan's presidency. There are excerpted and full versions of each set of written documents for use in different levels of the course.</li> <li>• Students will compare liberal and conservative perspectives on varying issues. There is a graphic organizer and leveled readings to assist with this comparison.</li> <li>• Students will complete a guided reading on the neo conservative movement. There are excerpted and full versions of each set of the readings and discussion questions for use in different levels of the course.</li> <li>• Students will complete a guided reading on the War on Drugs. There are excerpted and full versions of each set of the readings and discussion questions for use in different levels of the course.</li> <li>• Students will analyze Ronald Reagan's presidency and create a commemorative poster depicting his successes and failures as president. Students may have the option of choosing a different medium to present Reagan's successes and failures.</li> <li>• Students will complete a guided reading on the Persian Gulf War. There are excerpted and full versions of each set of the readings and discussion questions for use in different levels of the course.</li> <li>• Students will evaluate the impact the internet and personal computing have had on the way people live/communicate and the changing nature of media. Students can create a timeline or a before/after chart tracing American life before and after the creation of the internet.</li> <li>• Students will interview a friend, family member, or teacher alive during the September 11th attacks. The interview may be in the form of a movie presentation, recording, or written questionnaire.</li> <li>• Students will compare photographs and/or poetry from the Civil Rights Movement to protests related to LGBTQ+ Rights, Disabled People's rights, immigration, or the War on Terror. At what point can a protest threaten democracy and the freedom of others? There are varying levels of documents to assist students in answering this question.</li> <li>• Student's will compare and contrast the current debates over healthcare and/or gay marriage to the Civil Rights Movement. Student's may use a venn diagram or T-chart to assist with organization.</li> <li>• In pairs or groups, students will research various topics including but not limited to: presidential policy, major events, trends, fashion, and entertainment, and issues facing minority groups. Students will complete a Decades Project through their chosen medium such as but not limited to: Slides, movie presentation, recording, or poster. Students will present their research. This project can also be modified to a Choice board style.</li> </ul>



**United States History II  
Pacing Guide**

<b>Time Frame</b>	<b>Unit</b>	<b>New Jersey Student Learning Standard</b>
15 Days	The Gilded Age Review, Progressives, Imperialism and the First World War	<ul style="list-style-type: none"> <li>● 6.1.12.EconEM.5.a</li> <li>● 6.1.12.EconEM.5.a</li> <li>● 6.1.12.HistoryCC.5.a</li> <li>● 6.1.12.HistoryNM.5.b</li> <li>● 6.1.12.HistoryUP.5.a</li> <li>● 6.1.12.HistoryCA.5.a</li> <li>● 6.1.12.CivicsDP.6.a</li> <li>● 6.1.12.CivicsDP.6.b</li> <li>● 6.1.12.CivicsPR.6.a</li> <li>● 6.1.12.GeoHE.6.a</li> <li>● 6.1.12.GeoGM.6.a</li> <li>● 6.1.12.EconEM.6.a</li> <li>● 6.1.12.EconNE.6.a</li> <li>● 6.1.12.HistoryCC.6.b</li> <li>● 6.1.12.HistoryCC.6.c</li> <li>● 6.1.12.HistoryCC.6.d</li> <li>● 6.1.12.HistoryCA.6.a</li> <li>● 6.1.12.CivicsDP.7.a</li> <li>● 6.1.12.EconNM.7.a</li> <li>● 6.1.12.HistoryCC.7.a</li> <li>● 6.1.12.HistoryCA.7.a</li> <li>● 6.1.12.HistoryCA.7.b</li> <li>● 6.1.12.HistoryCA.7.c</li> </ul>
12 Days	The Roaring 20s, Great Depression, and New Deal	<ul style="list-style-type: none"> <li>● 6.1.12.CivicsHR.8.a</li> <li>● 6.1.12.GeoHE.8.a</li> <li>● 6.1.12.EconET.8.a</li> <li>● 6.1.12.EconNM.8.a</li> <li>● 6.1.12.HistoryCC.8.a</li> <li>● 6.1.12.HistoryCC.8.b</li> <li>● 6.1.12.HistoryCC.8.c</li> <li>● 6.1.12.GeoHE.9.a</li> <li>● 6.1.12.EconNE.9.a</li> <li>● 6.1.12.EconNE.9.b</li> <li>● 6.1.12.EconNE.9.c</li> <li>● 6.1.12.EconNE.9.d</li> <li>● 6.1.12.A.9.a</li> <li>● 6.1.12.HistoryCA.9.a</li> <li>● 6.1.12.HistoryUP.9.a</li> </ul>

		<ul style="list-style-type: none"> <li>● 6.1.12.CivicsPR.10.a</li> <li>● 6.1.12.CivicsPR.10.b</li> <li>● 6.1.12.GeoHE.10.a</li> <li>● 6.1.12.EconEM.10.a</li> <li>● 6.1.12.EconoNM.10.a</li> <li>● 6.1.12.EconoNM.10.b</li> <li>● 6.1.12.HistoryCA.10.a</li> <li>● 6.1.12.HistoryCA.10.b</li> <li>● 6.1.12.HistoryCA.10.c</li> </ul>
9 Days	The Second World War	<ul style="list-style-type: none"> <li>● 6.1.12.CivicsDP.11.a</li> <li>● 6.1.12.CivicsHR.11.a</li> <li>● 6.1.12.CivicsHR.11.b</li> <li>● 6.1.12.EconET.11.a</li> <li>● 6.1.12.EconNM.11.a</li> <li>● 6.1.12.HistoryCC.11.a</li> <li>● 6.1.12.HistoryCA.11.a</li> <li>● 6.1.12.HistoryCA.11.b</li> <li>● 6.1.12.HistoryCC.11.b</li> </ul>
14 Days	Post-War Society, Early Cold War, and 1950's Civil Rights Movement	<ul style="list-style-type: none"> <li>● 6.1.12.EconNE.12.a</li> <li>● 6.1.12.EconNE.12.a</li> <li>● 6.1.12.EconEM.12.a</li> <li>● 6.1.12.HistoryCC.12.a</li> <li>● 6.1.12.HistoryCC.12.b</li> <li>● 6.1.12.HistoryCC.12.c</li> <li>● 6.1.12.HistoryCC.12.d</li> <li>● 6.1.12.HistoryCC.12.e</li> <li>● 6.1.12.HistorySE.12.a</li> <li>● 6.1.12.HistorySE.12.b</li> <li>● 6.1.12.CivicsPI.13.a</li> <li>● 6.1.12.CivicsDP.13.a</li> <li>● 6.1.12.GeoPP.13.a</li> <li>● 6.1.12.EconNE.13.a</li> <li>● 6.1.12.EconEM.13.a</li> <li>● 6.1.12.EconNE.13.a</li> <li>● 6.1.12.HistoryCC.13.a</li> <li>● 6.1.12.HistoryCC.13.b</li> <li>● 6.1.12.HistoryCC.13.c</li> <li>● 6.1.12.HistoryUP.13.a</li> <li>● 6.1.12.HistorySE.13.a</li> </ul>
15 Days	The 1960's – Kennedy and Johnson Administrations	<ul style="list-style-type: none"> <li>● 6.1.12.EconNE.12.a:</li> <li>● 6.1.12.EconNE.12.a</li> <li>● 6.1.12.EconEM.12.a</li> </ul>

		<ul style="list-style-type: none"> <li>● 6.1.12.HistoryCC.12.a</li> <li>● 6.1.12.HistoryCC.12.b</li> <li>● 6.1.12.HistoryCC.12.c</li> <li>● 6.1.12.HistoryCC.12.d</li> <li>● 6.1.12.HistoryCC.12.e</li> <li>● 6.1.12.HistorySE.12.a</li> <li>● 6.1.12.HistorySE.12.b</li> <li>● 6.1.12.CivicsPI.13.a</li> <li>● 6.1.12.CivicsDP.13.a</li> <li>● 6.1.12.GeoPP.13.a</li> <li>● 6.1.12.GeoPP.13.b</li> <li>● 6.1.12.GeoHE.13.a</li> <li>● 6.1.12.EconNE.13.a</li> <li>● 6.1.12.EconEM.13.a</li> <li>● 6.1.12.EconNE.13.b</li> <li>● 6.1.12.HistoryCC.13.a</li> <li>● 6.1.12.HistoryCC.13.c</li> <li>● 6.1.12.HistoryCC.13.d</li> <li>● 6.1.12.HistoryUP.13.a</li> <li>● 6.1.12.HistorySE.13.a</li> </ul>
12 Days	Nixon, Ford and Carter Administrations – 1970's	<ul style="list-style-type: none"> <li>● 6.1.12.CivicsPI.14.b</li> <li>● 6.1.12.CivicsPI.14.c</li> <li>● 6.1.12.CivicsPI.14.d</li> <li>● 6.1.12.CivicsDP.13.a</li> <li>● 6.1.12.GeoHE.13.a</li> <li>● 6.1.12.HistorySE.13.a</li> <li>● 6.1.12.CivicsPI.14.a</li> <li>● 6.1.12.GeoHE.14.a</li> <li>● 6.1.12.EconET.14.a</li> <li>● 6.1.12.EconET.14.b</li> <li>● 6.1.12.HistoryCA.14.a</li> <li>● 6.1.12.HistoryCA.14.b</li> <li>● 6.1.12.HistoryCA.14.c</li> <li>● 6.1.12.HistorySE.14.a</li> <li>● 6.1.12.HistorySE.14.b</li> </ul>
13 Days	1980's to Contemporary America	<ul style="list-style-type: none"> <li>● 6.1.12.CivicsPR.15.a</li> <li>● 6.1.12.CivicsHR.15.a</li> <li>● 6.1.12.HistoryCC.15.c</li> <li>● 6.1.12.HistorySE.15.a</li> <li>● 6.1.12.HistorySE.15.b</li> <li>● 6.1.12.HistorySE.15.c</li> <li>● 6.1.12.CivicsPD.16.a</li> <li>● 6.1.12.CivicsPR.16.a</li> </ul>



		<ul style="list-style-type: none"> <li>● 6.1.12.GeoHE16.a</li> <li>● 6.1.12.EconGE.16.a</li> <li>● 6.1.12.EconNE.16.a</li> <li>● 6.1.12.EconNE.16.b</li> <li>● 6.1.12.HistoryUP.16.a</li> <li>● 6.1.12.HistoryCC.16.a</li> <li>● 6.1.12.HistoryCC.16.b</li> </ul>
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NEPTUNE TOWNSHIP SCHOOL DISTRICT  
Office of the Superintendent  
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Neptune, NJ 07753

An Affirmative Action Equal Opportunity Employer

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