Unit I: The 1920s, 1930s and WWII

Stage 1: Desired Results

Standards & Indicators:

Era 8. The Emergence of Modern America: Roaring Twenties (1890–1930)

The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.

Era 9. The Great Depression and World War II: The Great Depression (1929-1945)

The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.

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

Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy.

Era 11. The Great Depression and World War II: World War II (1929–1945)

The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.

CURRICULUM STANDARDS

- 6.1.12.HistoryCC.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.
- 6.1.12.EconNE.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
- 6.1.12.EconNE.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.EconNE.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
- 6.1.12.HistoryUP.11.a: 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.
- 6.1.12.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust
- 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 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.
- 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 the World War II.
- 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.
- 6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.	With a growth mindset, failure is an important part of success.

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9.4.12.CT.1	Identify problem-solving strategie		Collaboration with
	development of an innovative pro	oduct or practice.	individuals with diverse
0.4.40.07.0	Explain the metal the metal to the first of the	allahamating to automat	experiences can aid in the
9.4.12.CT.2	Explain the potential benefits of c		problem-solving process,
	critical thinking and problem solv	ing.	particularly for global issues where diverse
			solutions are needed.
9.4.12.GCA.1	Callabarata with individuals to an	soluze a variaty of natantial	
9.4.12.GCA.1	Collaborate with individuals to an solutions to climate change effect		Solutions to the problems faced by a global society
	some solutions (e.g., political. ec		require the contribution of
	better than others.	onomic, cultural) may work	individuals with different
	better trial others.		points of view and
			experiences.
9.4.12.IML.2	Evaluate digital sources for timeli	iness, accuracy.	Advanced search
•····	perspective, credibility of the sou		techniques can be used
	information, in media, data, or oth		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.
9.4.12.IML.7	Develop an argument to support		Accurate information may
	current workplace or societal/ethi	ical issue such as climate	help in making valuable
0.4.40 IMI. 0	change.	africo bia and	and ethical choices.
9.4.12.IML.8	Evaluate media sources for point	of view, bias, and	Media have embedded
9.4.12.TL.1	motivations. Assess digital tools based on fea	turos queb os accossibility	values and points of view. Digital tools differ in
9.4.12.1L.1	options, capacities, and utility for		features, capacities, and
	task.	accomplishing a specified	styles. Knowledge of
9.4.12.TL.2	Generate data using formula-bas	ed calculations in a	different digital tools is
J.4. 12. 1 L.Z	spreadsheet and draw conclusion		helpful in selecting the
	spreadsmost and draw conclusion	is about the data.	best tool for a given task.
9.4.12.TL.3	Analyze the effectiveness of the	process and quality of	Collaborative digital tools
	collaborative environments.	,	can be used to access,
			record and share different
9.4.12.TL.4	Collaborate in online learning cor	mmunities or social	viewpoints and to collect
	networks or virtual worlds to anal	yze and propose a	and tabulate the views of
	resolution to a real-world problen		groups of people.
Central Idea/Enduri		Essential/Guiding Quest	
	ultiple and complex causes and effects		nd economic life different in
of historical e	events.	the early twentieth	century from that of the late

- of historical events.
- Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- To better understand the historical perspective, one must consider historical context.
- Governments and financial institutions influence monetary and fiscal policies.
- Cultures are held together by shared beliefs and common practices and values.

- the early twentieth century from that of the late nineteenth century?
- 2. How has the cultural identity of the United States changed over time?
- 3. What causes changes in the economy over time?
- 4. What were the causes of the Great Depression?
- 5. How do depressions affect societies?
- Can the government fix the economy?

- Changes in a nation's economy can directly affect its citizens both positively and negatively.
- People engage in politics to solve problems in their society.
- Leaders can bring about change in society.
- Disputes over ideas, resources, values, and politics can lead to change.
- Countries are affected by their relationships with each other.
- The movement of people, goods, and ideas causes societies to change over time.
- Evaluate the extent to which the election of FDR marked a turning point in the role of the federal government.
- 8. Is government responsible for the economic well-being of its citizens?
- Evaluate the extent to which the 1920s was a period of tension between new and changing attitudes on one hand and traditional values and nostalgia on the other.
- 10. Evaluate the extent to which the federal government should be able to limit civil rights and civil liberties during times of war.
- 11. Compare and contrast WWI and WWII on the homefront.
- 12. Evaluate the extent to which the federal government should be able to limit civil rights and civil liberties during times of war.
- 13. Compare and contrast WWI and WWII on the homefront.

Content:

- 1. The U.S. economic policies of the 1920s.
- 2. How the new consumer society of the 1920s affected Americans.
- 3. The effect of nativism on American society during this decade.
- 4. How the popular culture of the 1920s and the emergence of mass media affected American society.
- 5. How speculation caused the stock market to fail.
- 6. How the events of the stock market crash affected the entire nation, not just Wall Street.
- 7. The effects of the Great Depression on the American people.
- 8. How art and entertainment affected Americans' lives during the Depression.
- 9. The effects of the Dust Bowl and "Okie" migration.
- 10. What President Hoover did to promote recovery.
- 11. How citizens reacted to Hoover's recovery efforts.
- 12. The First New Deal programs for reforming the financial system, raising agricultural prices, and promoting industrial recovery.
- 13. The political pressures Roosevelt faced from the left and the right, and how he responded to their criticisms.
- 14. The groups that composed the New Deal coalition and the reasons for their allegiance.
- 15. Why Roosevelt decided to introduce new legislation to fight the Depression.
- 16. How the Wagner Act and the Social Security Act affected Americans.
- 17. How the United States went from neutrality to war.
- 18. How the war affected Americans at home.
- 19. The effects of the war on the United States.

Skills(Objectives):

- Analyze primary sources including written text in order to draw conclusions about President Coolidge's views on wealth.
- 2. Analyze information about European immigration provided in graphs.
- 3. Identify the main characteristics of art, literature, and popular culture of the era.
- 4. Interpret maps to understand the Great Migration.
- Interpret charts to understand the causes of the collapse of the economy during the Depression.
- 6. Categorize the initiatives Hoover instituted in response to the Depression, and describe their results.
- Read and analyze primary sources to interpret the significance of Roosevelt's first Inaugural Address.
- 8. Compare and contrast key acts passed by Congress such as the First New Deal and the Second New Deal.
- 9. Interpret primary source materials including political cartoons to learn about FDR's court-packing plan.
- Compare and contrast similarities and differences in attitudes about the nation's proper role in the world.
- 11. Identify and explain why U.S. participation in World War II transformed American society.
- 12. Analyze causes and effects of the victory of the United States and its allies over the Axis powers.

13. Analyze the consequences of U.S. involvement in World War II.

Interdisciplinary Connections:

- **-Reading Informational Text:** Close Reading of Text, Central Ideas of Text, Interactions Among Text Elements, Text Structure, Perspective and Purpose in Texts, Diverse Media and Formats, Analysis of an Argument, Comparison of Text
- -Writing: Argumentative Writing, Informative and Explanatory Writing, Writing Research, Sources of Evidence

-Arts: Students will compile a portfolio of music, art, and literature that adequately portrays the culture of the 1920s vs the 1930s.

Stage 2: Assessment Evidence

Performance Task(s):

End of Unit Common Assessment

Other Evidence:

End-of-unit or chapter tests that assess key learning outcomes

Presentations

Research Projects

Writing

- Argumentative
- Informative/Explanatory
- Narrative

Digital Portfolios

Debates

Group and Individual Projects

Small Groups

Interviews

Classroom Interaction

Simulations

Minute Paper

One Sentence Summary

Pro-Con Grid

Student generated Test Questions

Goal Ranking Process Analysis

Chain Notes

Group Work Evaluations

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Jigsaw

KWL Charts

Reflection and Response

Socratic Seminar

Think-Pair-Share

Academic vocabulary and language

Cooperative learning

Debate

Direct instruction

Current Events

Document based questions

Resources:

- 1. GLSEN Educator Resources
- 2. Supporting LGBTQIA Youth Resource List
- 3. Respect Ability: Fighting Stigmas, Advancing Opportunities
- 4. Learning for Justice
- 5. Facing History & Ourselves

Required Primary/Secondary Resources:

Effective Questioning Florative/Strategic grouping Formative/Strategic gro			1	
Formative/Strategic grouping Graphic organizers Homework and practice Identifying similarities and differences Integration of content area Lecture Modeling Note Taking Project based learning Reciprocal Teaching Summarizing Summarizing Summarizing Summarizing Tifferentiation "Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation High-Achieving Students "Identify an author's position and provide evidence to support this viewpoint in essay form C'reate a PowerPoint/Prezi presentation summarizing the lesson or introducing a topic "Think of a situation that happened to a character in history and a present different outcome. "Use of multiple texts, supplementary materials and computer programs "Independent and small group projects chosen by students based on interest "Student centered activities with the teacher as a guide "Use of Jigsaw "Student centered activities with the teacher as a guide "Use of Jigsaw "Adaptive assessments that get easier or harder depending on how a students to compile information "Adaptive assessments that get easier or harder depending on how a student so compile information "Adaptive assessments that get easier or harder depending on how a student so compile information "Adaptive assessments that get easier or harder depending on how a student so compile information "Adaptive assessments that get easier or harder depending on how a student so compile information "Adaptive assessments that get easier or harder depending on how a student so compile information or support or supply work lessons "Allow for individual, parther or group work lessons "Brother, Can You Spare a Dime?" "War loundstreas Board Posters/Images "Brother, Can You Spare a Dime?" "Allow for individual, parther or group work lessons "Brother, C	Effective Questioning			
Various photos of American living during the Great Depression				
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Reciprocal Teaching Summarizing Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation High-Achieving Students *Identify an author's position and provide evidence to support this viewpoint in essay form *Create a PowerPoint/Prezi presentation summarizing the lesson or introducing a topic *Think of a situation that happened to a character in history and a present different outcome. *Use of multiple texts, supplementary materials and computer programs *Independent and small group projects chosen by students based on interest *Use of Jigsaw *Student centered activities with the teacher as a guide *Use of Jigsaw *Learning activities in small groups with the teacher as a guide *Excel charts to compile information *Adaptive assessments that get easier or harder depending on how a student is information *Adaptive assessments that get easier or harder depending on how a student is information *Adaptive assessments that get easier or harder depending on how a student is performing. *Create a PowerPoint/Prezi presentation *Use of students created charts and models *Use of multiple texts, supplementary materials and computer programs *Independent and small group projects chosen by students based on interest *Learning activities in small groups, which are designed around student strengths and weaknesses so that they can tutor each other. *Supply notetaking organizers and peer buddles *Supply notetaking organizers and peer buddles *Supply highlighted texts & worksheets *Supply highlighted texts & worksheets *Capeated directions *Allow for individual, partner or group work based on proficiency *Allow for individual, partner or group work based on proficiency provide word based on proficiency provide word based on provide assertion and	Note Taking		Germany after W	WII
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*Adaptive assessments that get easier or harder depending on how a student is performing *Excel charts to compile information *Allow for individual, partner or group work *Allow for individual, partner o	as a gaide	Tillin, Fall, Ollaic		
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• Allow for				banks
translators,				 Allow for
	student is periorilling.			translators,

*Think, Pair, Share	*Google Classroom	*Carousel activity to	dictionaries
*Carousel activity to	*Google docs to turn in and	review or introduce material	
review or introduce	complete work		
material	*EdPuzzle	*Kahoot to introduce/conclude	
*Digital Portfolios for		lessons	
Essay Writing			
		*Google Classroom	
*Google Classroom		*Google docs to turn in	
*Google docs to turn in		complete work	
and complete work		*EdPuzzle	
*EdPuzzle			

Unit II: Cold War Era: Foreign (1945-1980)

Stage 1: Desired Results

Standards & Indicators:

Era 12. Postwar United States: Cold War (1945 to early 1970s)

Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years

Era 14. Contemporary United States: Domestic Policies (1970–Today)

Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

CURRICULUM STANDARDS

- 6.1.12.EconGE.12.a: Assess the impact of agricultural innovation on the world economy.
- 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.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.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.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.
- 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.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.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

Career Readiness, Life Literacies and Key Skills			
Standard	Performance Expectations	Core Ideas	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.	With a growth mindset, failure is an important part of success.	
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.	Collaboration with individuals with diverse experiences can aid in the problem-solving	
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	process, particularly for global issues where diverse solutions are needed.	
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.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.	
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.	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.	
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.	Accurate information may help in making valuable and ethical choices.	
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.	Media have embedded values and points of view.	

9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.	Digital tools differ in features, capacities, and styles. Knowledge of different digital
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	tools is helpful in selecting the best tool for a given task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	Collaborative digital tools can be used to access, record and
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.	share different viewpoints and to collect and tabulate the views of groups of people.

Central Idea/Enduring Understanding:

- Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.
- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
- Governments and financial institutions influence monetary and fiscal policies.
- Leaders can bring about change in society.
- Disputes over ideas, resources, values, and politics can lead to change.
- Countries are affected by their relationships with each other.
- The movement of people, goods, and ideas causes societies to change over time.

Content:

- 1. The decisions made by President Truman during the first years of the Cold War.
- 2. The theory of containment and how it influenced U.S. foreign policy.
- 3. The reasons Eisenhower used massive retaliation and brinkmanship to maintain peace.
- 4. Details of Truman's legislative agenda and how it affected the nation.
- 5. The foreign policy crises faced by the Kennedy administration such as the Bay of Pigs invasion, the construction of the Berlin Wall, and the Cuban missile crisis.
- 6. How American involvement in Vietnam changed during the Kennedy and Johnson administrations.
- 7. The steps President Nixon took to end the conflict in Vietnam.
- 8. The impact the Vietnam War had on American culture and politics.

Essential/Guiding Question:

- 1. How did the Cold War shape postwar international relations?
- 2. How did the changing fortunes of liberalism and conservatism in these years affect broader aspects of social and political power?
- 3. Why did Americans endorse a new engagement in international affairs during the Cold War? How did this belief change over time in response to particular events?
- 4. To what extent did the dynamic between the three branches of government belie the democratic principles upon which the U.S. was founded?
- 5. Which pieces of legislation have had the greatest positive and/or negative impact on American society?

Skills(Objectives):

- Interpret maps in order to understand which countries controlled different regions of Germany.
- 2. Interpret graphs to make predictions about the geographic distributions of aid to Europe under the Marshall Plan.
- Analyze primary sources to build understanding of the historical period as pertains to Joseph McCarthy and his claims of communism in the State Department.
- 4. Compare and contrast information about political leaders such as the military policies of Eisenhower and Truman.
- Read and analyze primary sources including written texts such as Truman's State of the Union address.
- 6. Identify and explain the causes and effects of the Vietnam War.

Interdisciplinary Connections:

- **-Reading Informational Text:** Close Reading of Text, Central Ideas of Text, Interactions Among Text Elements, Text Structure, Perspective and Purpose in Texts, Diverse Media and Formats, Analysis of an Argument, Comparison of Text
- -Writing: Argumentative Writing, Informative and Explanatory Writing, Writing Research, Sources of Evidence

Students will compare and contrast primary sources with divergent approaches to achieving civil rights.

-English: Students will compare and contrast primary sources with divergent approaches to achieving civil rights. This connects to English.

Stage 2: Assessment Evidence

Performance Task(s):

End of Unit Common Assessment

Other Evidence:

End-of-unit or chapter tests that assess key learning outcomes

Presentations

Research Projects

Writing

- Argumentative
- Informative/Explanatory
- Narrative

Digital Portfolios

Debates

Group and Individual Projects

Small Groups

Interviews

Classroom Interaction

Simulations

Minute Paper

One Sentence Summary

Pro-Con Grid

Student generated Test Questions

Goal Ranking Process Analysis

Chain Notes

Group Work Evaluations

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Jigsaw

KWL Charts

Reflection and Response

Socratic Seminar

Think-Pair-Share

Academic vocabulary and language

Cooperative learning

Debate

Direct instruction

Current Events

Document based questions

Effective Questioning

Flexible/strategic grouping

Formative/Strategic grouping

Graphic organizers

Homework and practice

Identifying similarities and differences

Integration of content area

Lecture

Resources:

- 1. GLSEN Educator Resources
- 2. Supporting LGBTQIA Youth Resource List
- 3. Respect Ability: Fighting Stigmas, Advancing Opportunities
- 4. Learning for Justice
- 5. Facing History & Ourselves

Required Primary/Secondary Resources:

- Churchill's "Iron Curtain" speech
- Truman Doctrine
- Eisenhower Doctrine
- Gulf of Tonkin Resolution
- Camp David Accords

Modeling			
Note Taking			
Project based learning			
Reciprocal Teaching			
Summarizing			
	sta. Taaabawa udaa baya atudawta	with 504 plans that require	a coming day a consumer dations and
	ote: Teachers who have students		cumcular accommodations are
	or Special Needs Section for difference on Grade Level Students		Special Needs/ELL
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
*Identify an author's	*Visual learners create a	*Offer alternate	Any student requiring further
position and provide	graphic organizer of the topic.	assessments/assignm	accommodations and/or
evidence to support this		ents	modifications will have them
viewpoint in essay form	*Auditory learners give an oral		individually listed in their 504
	report.	*Allow auditory	Plan or IEP. These might
*Create a	*5	learners to listen to	include, but are not limited to:
PowerPoint/Prezi	*Break some students into	audio books.	 breaking assignments
presentation	reading groups to discuss the	*\ /:	into smaller tasks,
summarizing the lesson	assignment.	*Visual learners create	giving directions
or introducing a topic	*Use of student created	a graphic organizer of	through several
***************************************	charts and models	the topic.	channels (auditory,
*Think of a situation that	Charts and models	*Break some students	visual
happened to a character	*Varying sets of reading	into reading groups to	 kinesthetic, model),
in history and a present	comprehension questions to	discuss the	and/or small group
different outcome.	answer for a given chapter	assignment.	instruction for
*Use of multiple texts,	answer for a given chapter	assigninent.	reading/writing
supplementary materials	*Adaptive assessments that	*Allow students to read	
and computer programs	get easier or harder	individually if preferred.	ELL supports should include,
and computer programs	depending on how a student		but are not limited to, the
*Independent and small	is performing.	*Have students define	following:
group projects chosen	is perioriting.	terms with pictures	 Extended time
by students based on	*Learning activities in small	rather than words.	 Provide visual aids
interest	groups, which are designed		 Repeated directions
interest	around student strengths and	*Supply notetaking	 Differentiate based on
*Student centered	weaknesses so that they can	organizers and peer	proficiency
activities with the	tutor each other.	buddies	 Provide word banks
teacher as a guide	tator odori otrior.		 Allow for translators,
loadiloi ao a galao	*Think, Pair, Share	*Supply highlighted	dictionaries
*Use of Jigsaw	Trimine, Fain, Gridie	texts & worksheets	
Joseph Olgowy	*Excel charts to compile		
*Adaptive assessments	information	*Think, Pair, Share	
that get easier or harder			
depending on how a	*Kahoot to introduce/conclude	*Allow for individual,	
student is performing.	lessons	partner or group work	

*Think, Pair, Share	*Google Classroom	*Carousel activity to	
, , , , , , , , , , , , , , , , , , , ,	*Coordo do t- tomo image.	review or introduce	
*Carousel activity to	*Google docs to turn in and	material	
review or introduce	complete work	*I/abaat +-	
material	*EdPuzzle	*Kahoot to	
	Lui uzzio	introduce/conclude	
*Digital Portfolios for		lessons	
Essay Writing		*Google Classroom	
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*Google Classroom	*Google docs to turn in complete work
*Google docs to turn in and complete work	*EdPuzzle
*EdPuzzle	

Unit III: Cold War Era: Domestic (1945-1980)

Stage 1: Desired Results

Standards & Indicators:

Era 13. Postwar United States: Civil Rights and Social Change (1945 to early 1970s)

The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.

Era 14. Contemporary United States: Domestic Policies (1970–Today)

Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

CURRICULUM STANDARDS

- 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.EconNE.13.c: 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.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- 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.a: Evaluate the effectiveness of economic policies that sought to combat postWorld War II inflation.
- 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.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.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.
- 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.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.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
- 6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

	Career Readiness, Life Literacies and Key Skills	
Standard	Performance Expectations	Core Ideas
9.4.12.Cl.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.	With a growth mindset, failure is an important part of success.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.	Collaboration with individuals with diverse experiences can aid in the problem-solving
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	process, particularly for global issues where diverse solutions are needed.
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.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
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.	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.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.	Media have embedded values and points of view.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.	Digital tools differ in features, capacities, and styles. Knowledge of different digital
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	tools is helpful in selecting the best tool for a given task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	Collaborative digital tools can be used to access, record and share different
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.	viewpoints and to collect and tabulate the views of groups of people.

- Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.
- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
- How did the African-American Civil Rights movement affect the development of other movements based on asserting the rights of different groups in American society?
- 2. How did American involvement in the Cold War affect debates over American national identity?

- Governments and financial institutions influence monetary and fiscal policies.
- Leaders can bring about change in society.
- Disputes over ideas, resources, values, and politics can lead to change.
- Countries are affected by their relationships with each other.
- The movement of people, goods, and ideas causes societies to change over time.
- 3. How did the growth of migration to and within the United States influence demographic change and social attitudes in the nation?
- 4. How did the changing fortunes of liberalism and conservatism in these years affect broader aspects of social and political power?
- 5. How did changes in popular culture reflect or cause changes in social attitudes? How did the reaction to these changes affect political and public debates?
- 6. Which pieces of legislation have had the greatest positive and/or negative impact on American society?
- 7. What did students, women, and Latinos learn from the civil rights movement and apply to their protest actions?
- 8. How has society changed for students, women, and Latinos?

Content:

- The impact of the Red Scare on Cold War America.
- Why the U.S. economy experienced an economic boom during the 1950s and the groups and regions of the nation that experienced higher levels of poverty than the rest of the country during the 1950s.
- 3. The importance of the Warren Court rulings and how they dramatically reshaped U.S. politics and society
- 4. The reasons for Johnson's War on Poverty and the successes and failures of those programs.
- 5. The reasons for nonviolent, passive resistance and how it helped to challenge segregation and racism.
- 6. Why the Civil Rights Act of 1964 and the Voting Rights Act of 1965 were considered turning points in the civil rights movement.
- 7. The impact the Vietnam War had on American culture and politics.
- 8. How the counterculture influenced American culture.
- 9. The arguments for and against the ratification of the Equal Rights Amendment.
- 10. The types of discrimination many Latinos faced during the twentieth century.
- 11. The economic issues of the 1970s.

Skills(Objectives):

- 1. Analyze and evaluate information on the baby boom provided in graphs.
- 2. Analyze causes of economic growth in the years after World War II.
- Interpret art and music to discuss how mass culture has been maintained or challenged over time
- 4. Explain how and why the civil rights movements developed and expanded from 1945 to 1960.
- Compare and contrast the various calls for the expansion of civil rights from 1960 to 1980, and assess the various ways in which the federal government responded to the calls for the expansion of civil rights.
- 6. Explain how and why policies related to the environment developed and changed from 1968 to 1980.

Interdisciplinary Connections:

-Reading Informational Text: Close Reading of Text, Central Ideas of Text, Interactions Among Text Elements, Text Structure, Perspective and Purpose in Texts, Diverse Media and Formats, Analysis of an Argument, Comparison of Text

-Writing: Argumentative Writing, Informative and Explanatory Writing, Writing Research, Sources of Evidence Students will compare and contrast primary sources with divergent approaches to achieving civil rights.

-English: Students will compare and contrast primary sources with divergent approaches to achieving civil rights. This connects to English.

Stage 2: Assessment Evidence

Performance Task(s):

End of Unit Common Assessment

Other Evidence:

End-of-unit or chapter tests that assess key learning outcomes

Presentations

Research Projects

Writing

- Argumentative
- Informative/Explanatory
- Narrative

Digital Portfolios

Debates

Group and Individual Projects

Small Groups

Interviews

Classroom Interaction

Simulations

Minute Paper

One Sentence Summary

Pro-Con Grid

Student generated Test Questions

Goal Ranking

Process Analysis

Chain Notes

Group Work Evaluations

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Jigsaw

KWL Charts

Reflection and Response

Socratic Seminar

Think-Pair-Share

Academic vocabulary and language

Cooperative learning

Debate

Direct instruction

Current Events

Document based questions

Effective Questioning

Flexible/strategic grouping

Formative/Strategic grouping

Graphic organizers

Homework and practice

Identifying similarities and differences

Integration of content area

Lecture

Modeling

Resources:

- 1. GLSEN Educator Resources
- 2. Supporting LGBTQIA Youth Resource List
- 3. Respect Ability: Fighting Stigmas, Advancing Opportunities
- 4. Learning for Justice
- 5. Facing History & Ourselves

Required Primary/Secondary Resources:

- Redlining Maps
- Civil Rights Supreme Court Case briefs
- "I Have a Dream" speech by Martin Luther King Jr.
- Excerpts from the Feminine Mystique by Betty Friedan
- Excerpt from the Port Huron Statement

		1	
Note Taking			
Project based learning			
Reciprocal Teaching			
Summarizing			
	ote: Teachers who have students		curricular accommodations
	nd/or Special Needs Section for		
High-Achieving	On Grade Level Students	Struggling Students	Special Needs/ELL
Students			
*Identify an author's	*Visual learners create a	*Offer alternate	Any student requiring further
position and provide	graphic organizer of the topic.	assessments/assignme	accommodations and/or
evidence to support this	+ A 1''	nts	modifications will have them
viewpoint in essay form	*Auditory learners give an	***************************************	individually listed in their 504
+0	oral report.	*Allow auditory learners	Plan or IEP. These might
*Create a	*Break some students into	to listen to audio books.	include, but are not limited to:
PowerPoint/Prezi	reading groups to discuss the	*Visual learners create	breaking
presentation	assignment.	a graphic organizer of	assignments into
summarizing the lesson	doorgrinient.	the topic.	smaller tasks,
or introducing a topic	*Use of student created	the topic.	giving directions
*Think of a situation that	charts and models	*Break some students	through several
happened to a character		into reading groups to	channels (auditory,
in history and a present	*Varying sets of reading	discuss the assignment.	visual
different outcome.	comprehension questions to		kinesthetic, model),
	answer for a given chapter	*Allow students to read	and/or small group
*Use of multiple texts,		individually if preferred.	instruction for
supplementary materials	*Adaptive assessments that	*!!	reading/writing
and computer programs	get easier or harder	*Have students define	ELL supports should include,
	depending on how a student	terms with pictures rather than words.	but are not limited to, the
*Independent and small	is performing.	ramer man words.	following:
group projects chosen by		*Supply notetaking	Extended time
students based on	*Learning activities in small	organizers and peer	Provide visual aids
interest	groups, which are designed	buddies	Repeated directions
	around student strengths and		Differentiate based
*Student centered	weaknesses so that they can	*Supply highlighted	on proficiency
activities with the teacher	tutor each other.	texts & worksheets	Provide word banks
as a guide	*This is Dain Observe		 Allow for translators,
*!!	*Think, Pair, Share	*Think, Pair, Share	dictionaries
*Use of Jigsaw	*Event about to commit		
*Adaptive assessments	*Excel charts to compile information	*Allow for individual,	
*Adaptive assessments that get easier or harder	Illioilliauoli	partner or group work	
depending on how a	*Kahoot to		
student is performing.	introduce/conclude lessons	*Carousel activity to	
student is periorning.		review or introduce	
*Think, Pair, Share	*Google Classroom	material	
,,	to 1 1	416.1	
*Carousel activity to	*Google docs to turn in and	*Kahoot to	
review or introduce	complete work	introduce/conclude	
material	*EdPuzzle	lessons	
	Lui uzzie	*Google Classroom	
*Digital Portfolios for		Coogle Classicom	
Essay Writing		*Google docs to turn in	
		complete work	
*Google Classroom			

	*EdPuzzle	
*Google docs to turn in and complete work		
*EdPuzzle		

Unit IV: 1980s, 1990s, and Present Day America

Stage 1: Desired Results

Standards & Indicators:

Era 14. Contemporary United States: Domestic Policies (1970–Today)

Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

Era 15. Contemporary United States: International Policies (1970–Today)

The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.

Era 16. Contemporary United States: Interconnected Global Society (1970–Today)

Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.

CURRICULUM STANDARDS

- 6.1.12.CivicsCM.14.a: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
- 6.1.12.EconNE.14.b: Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.
- 6.1.12.HistoryUP.14.a: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
- 6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
- 6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
- 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.EconNE.14.a: Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
- 6.1.12.GeoNE.14.a: Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession

- 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.
- 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.
- 6.1.12.EconEM.14.a:Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
- 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.
- 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.
- 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.
- 6.1.12.HistoryCC.14.a: Develop an argument based on a variety of sources that compares George HW Bush's Iraqi policy with George W. Bush's.
- 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.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- 6.1.12.HistorySE.14.c: Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.
- 6.1.12.HistoryCC.14.b: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
- 6.1.12.HistoryCC.14.c: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.
- 6.1.12.HistoryCC.14.d: Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.
- 6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- 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.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.
- 6.1.12.HistoryCC.15.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.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
- 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-base 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.

Career Readiness, Life Literacies and Key Skills			
Standard	Performance Expectations	Core Ideas	
9.4.12.Cl.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.	With a growth mindset, failure is an important part of success.	

Explain the potential benefits of collaborating to enhance critical thinking and problem solving. 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. 9.4.12.IML.2 Evaluate digital sources for timelliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources. 9.4.12.IML.7 Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change. 9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations. 9.4.12.TL.1 Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task. 9.4.12.TL.2 Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data. 9.4.12.TL.3 Analyze the effectiveness of the process and quality of collaborative environments. Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a	9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.	Collaboration with individuals with diverse experiences can aid in the problem-solving		
potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others. 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. 9.4.12.IML.7 Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change. 9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations. Seases digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task. 9.4.12.TL.1 Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data. 9.4.12.TL.3 Analyze the effectiveness of the process and quality of collaborative environments. Collaborative information may help in making valuable a ethical choices. Bigital tools differ in feature accessibility options, capacities, and utility for accomplishing a specified task. Analyze the effectiveness of the process and quality of collaborative environments. Collaborative environments. Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a	9.4.12.CT.2		process, particularly for global issues where diverse		
perspective, credibility of the source, and relevance of information, in media, data, or other resources. and be used with digital and media resources to locate information and to check credibility and the expertite sources to answer questive solve problems, and information making. 9.4.12.IML.7 Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change. 9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations. 9.4.12.TL.1 Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task. 9.4.12.TL.2 Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data. 9.4.12.TL.3 Analyze the effectiveness of the process and quality of collaborative environments. Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a can be used with digital and media resources to locate information and to check credibility and the expertite sources to locate information and to check credibility and the expertite sources to answer questive sources to answer questives to every sources to answer questives and relevance to every information and to check credibility and the expertite sources to answer questives over each solve problems, and information and to check credibility and the expertite sources to answer questives and resources to locate information and to check credibility and the expertite sources to answer questives and resources to answer questives and relevance to every information and to check credibility and the expertite sources to answer questives and relevance to an excurrent the decision-making. Accurate information and to check credibility and the expertite sources to answer questives and relevance to an excurrent the decision-making. Accurate information may help in making. Accurate information may help in making. Accurate information may help in making. Accurate information	9.4.12.GCA.1	potential solutions to climate change effects and determine why some solutions (e.g., political.	require the contribution of individuals with different points of view and		
current workplace or societal/ethical issue such as climate change. 9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations. Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task. 9.4.12.TL.2 Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data. 9.4.12.TL.3 Analyze the effectiveness of the process and quality of collaborative environments. Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a	9.4.12.IML.2	perspective, credibility of the source, and relevance of	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.		
motivations. 9.4.12.TL.1 Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task. 9.4.12.TL.2 Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data. 9.4.12.TL.3 Analyze the effectiveness of the process and quality of collaborative environments. 9.4.12.TL.4 Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a and points of view. Digital tools differ in features and styles. Knowledge of different digital tools is helpful in selecting best tool for a given task. Collaborative digital tools be used to access, record share different viewpoints to collect and tabulate the	9.4.12.IML.7	current workplace or societal/ethical issue such as	Accurate information may help in making valuable and ethical choices.		
accessibility options, capacities, and utility for accomplishing a specified task. 9.4.12.TL.2 Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data. 9.4.12.TL.3 Analyze the effectiveness of the process and quality of collaborative environments. 9.4.12.TL.4 Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a capacities, and styles. Knowledge of different dig tools is helpful in selecting best tool for a given task. Collaborative digital tools be used to access, record share different viewpoints to collect and tabulate the	9.4.12.IML.8		Media have embedded values and points of view.		
spreadsheet and draw conclusions about the data. 9.4.12.TL.3 Analyze the effectiveness of the process and quality of collaborative environments. Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a best tool for a given task. Collaborative digital tools be used to access, record share different viewpoints to collect and tabulate the	9.4.12.TL.1	accessibility options, capacities, and utility for	Digital tools differ in features, capacities, and styles. Knowledge of different digital		
collaborative environments. 9.4.12.TL.4 Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a be used to access, record share different viewpoints to collect and tabulate the	9.4.12.TL.2		tools is helpful in selecting the best tool for a given task.		
networks or virtual worlds to analyze and propose a to collect and tabulate the	9.4.12.TL.3		Collaborative digital tools can be used to access, record and		
Central Idea/Enduring Understanding: Essential/Guiding Question:		networks or virtual worlds to analyze and propose a resolution to a real-world problem.	share different viewpoints and to collect and tabulate the views of groups of people.		

Central Idea/Enduring Understanding:

- An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential.
- Governments and financial institutions influence monetary and fiscal policies.
- Complex interacting factors influence people's perspective.
- People engage in politics to solve problems in their society.
- Learning about the past helps us understand the present and make decisions about the future.
- The movement of people, goods, and ideas causes societies to change over time.

Essential/Guiding Question:

- 1. How do you think the Nixon administration affected people's attitudes toward government?
- 2. How does society change over time?
- 3. How do you think the resurgence of conservative ideas has changed society?
- 4. How have improvements in science and technology helped change society?
- 5. How have immigration, technology, and global trade changed the world?
- 6. How is American culture shaped by a set of common values and practices?
- 7. How have disputes over ideas, values, and politics resulted in change?
- 8. How is American culture shaped by a set of common values and practices?
- 9. How have disputes over ideas, values, and politics resulted in change?

Content:

- 1. The differences between the political philosophies of liberalism and conservatism.
- 2. The reasons why Reagan encouraged tax cuts and deregulation.
- 3. The major domestic initiatives of the Clinton administration, as well as those proposed by the Contract with America.
- 4. The key points of contention in the debate over illegal immigration and changes in immigration law.
- 5. How the computer revolution and the Internet revolutionized communication.
- 6. How September 11, 2001, marked a turning point in the recent history of the United States of the attempts to negotiate with Iraq.
- 7. The major successes and failures of President George W. Bush's second term.
- 8. The historical importance of the 2008 presidential election.
- 9. How the recession and the mortgage crisis resulted in important legislation.
- The development of the Islamic State in Iraq and Syria (ISIS) and its effect on the refugee crisis.
- 11. The arguments behind movements like Occupy Wall Street, the Tea Party, and the Black Lives Matter movement.
- 12. The issues leading up to the 2016 presidential election.

Skills(Objectives):

- 1. Outline social issues that helped define the 1980s.
- 2. Assess the degree to which the United States played a role in ending the Cold War.
- 3. Identify and analyze information displayed on a map in order to understand why Allied troops invaded Iraq from Saudi Arabia.
- 4. Discuss the impacts of new forms of communication and technology on the American population.
- Identify and evaluate important information shown on a map such as the presidential election of 2000.
- 6. Sequence relevant information such as important events during the global war on terror.
- 7. Analyze notable Supreme Court cases such as Hamdan v. Rumsfeld.
- 8. Analyze the economic factors that combined to create the financial crises of 2009 and 2010.
- 9. Examine how the income gap affects both the economy and politics.
- 10. Analyze the development of the Islamic State in Iraq and Syria (ISIS) and its effect on the refugee crisis.
- 11. Compare and contrast the arguments behind movements like Occupy Wall Street, the Tea Party, and the Black Lives Matter movement.
- 12. Identify the issues leading up to the 2016 presidential election.

Interdisciplinary Connections:

-Reading Informational Text: Close Reading of Text, Central Ideas of Text, Interactions Among Text Elements, Text Structure, Perspective and Purpose in Texts, Diverse Media and Formats, Analysis of an Argument, Comparison of Text

-Writing: Argumentative Writing, Informative and Explanatory Writing, Writing Research, Sources of Evidence Students will compose a personal narrative in which they identify and explain how contemporary political, economic, or social issues have impacted them directly.

Stage 2: Assessment Evidence

Performance Task(s):

End of Unit Common Assessment

Other Evidence:

End-of-unit or chapter tests that assess key learning outcomes

Presentations

Research Projects

Writing

- Argumentative
- Informative/Explanatory
- Narrative

Digital Portfolios

Debates

Group and Individual Projects

Small Groups

Interviews
Classroom Interaction
Simulations
Minute Paper
One Sentence Summary
Pro-Con Grid
Student generated Test Questions
Goal Ranking
Process Analysis
Chain Notes
Group Work Evaluations

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Jigsaw

KWL Charts

Reflection and Response

Socratic Seminar

Think-Pair-Share

Academic vocabulary and language

Cooperative learning

Debate

Direct instruction

Current Events

Document based questions

Effective Questioning

Flexible/strategic grouping

Formative/Strategic grouping

Graphic organizers

Homework and practice

Identifying similarities and differences

Integration of content area

Lecture

Modeling

Note Taking

Project based learning

Reciprocal Teaching

Summarizing

Resources:

- 1. GLSEN Educator Resources
- 2. Supporting LGBTQIA Youth Resource List
- 3. Respect Ability: Fighting Stigmas, Advancing Opportunities
- 4. Learning for Justice
- 5. Facing History & Ourselves

Required Primary/Secondary Sources:

- Video/Photos of Operation Desert Storm
- George Bush addressing the nation about the invasion on Iraq
- Patriot Act
- Graphs on the impact of global interconnectivity via the World Wide Web
- Election maps comparing the elections from 1972-2016
- George Floyd Criminal Case

<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level	Struggling Students	Special Needs/ELL
*Identify an author's position and provide evidence to support this viewpoint in essay form *Create a PowerPoint/Prezi	*Visual learners create a graphic organizer of the topic. *Auditory learners give an oral report.	*Offer alternate assessments / assignments *Allow auditory learners to listen to audio books.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: • breaking assignments
presentation summarizing the lesson or introducing a topic	*Break some students into reading groups to discuss the assignment.	*Visual learners create a graphic organizer of the topic.	into smaller tasks, giving directions through several

- *Think of a situation that happened to a character in history and a present different outcome.
- *Use of multiple texts, supplementary materials and computer programs
- *Independent and small group projects chosen by students based on interest
- *Student centered activities with the teacher as a guide
- *Use of Jigsaw
- *Adaptive assessments that get easier or harder depending on how a student is performing.
- *Think, Pair, Share
- *Carousel activity to review or introduce material
- *Digital Portfolios for Essay Writing
- *Google Classroom
- *Google docs to turn in and complete work
- *EdPuzzle

- *Use of student created charts and models
- *Varying sets of reading comprehension questions to answer for a given chapter
- *Adaptive assessments that get easier or harder depending on how a student is performing.
- *Learning activities in small groups, which are designed around student strengths and weaknesses so that they can tutor each other.
- *Think, Pair, Share
- *Excel charts to compile information
- *Kahoot to introduce/conclude lessons
- *Google Classroom
- *Google docs to turn in and complete work
- *EdPuzzle

- *Break some students into reading groups to discuss the assignment.
- *Allow students to read individually if preferred.
- *Have students define terms with pictures rather than words.
- *Supply note taking organizers and peer buddies
- *Supply highlighted texts & worksheets
- *Think, Pair, Share
- *Allow for individual, partner or group work
- *Carousel activity to review or introduce material
- *Kahoot to introduce/conclude lessons
- *Google Classroom
- *Google docs to turn in complete work
- *EdPuzzle

- channels (auditory, visual
- kinesthetic, model), and/or small group instruction for reading/writing

ELL supports should include, but are not limited to, the following:

- Extended time
- Provide visual aids
- Repeated directions
- Differentiate based on proficiency
- Provide word banks
- Allow for translators, dictionaries

Pacing Guide

Course Name: US History II Honors	Resource	Standards
MP: 1 or 3		
<u>UNIT 1 - 24 Days</u> The 1920s, 1930s and WWII	Fabric of a Nation Period 7 (Modules 7-6 through 7-11)	Social Studies Standards 6.1.12.HistoryCC.9.a 6.1.12.EconNE.10.a
The Jazz Age (6 days) O Politics and economy of the 1920s O Changing culture O African American Culture and Politics	Newsela: Lesson Set - Conflict in the 1920s Newsela: Lesson Set - Society of the 1920s Newsela: Lesson Set - Great	6.1.12.EconNE.10.b 6.1.12.EconNE.11.a 6.1.12.HistoryUP.11.a 6.1.12.HistoryUP.11.b 6.1.12.CivicsHR.8.a 6.1.12.GeoHE.8.a 6.1.12.EconET.8.a 6.1.12.EconNM.8.a
The Great Depression and New Deal (6 days) The Causes of the Depression Political responses to the Depression FDR and the New Deal	Depression Newsela: Hoover - "Rugged Individualism" Newsela: Lesson Set - New Deal	6.1.12.HistoryCC.8.a 6.1.12.History CC.8.b 6.1.12.HistoryCC.8.c 6.1.12.GeoHE.9.a 6.1.12.EconNE.9.a 6.1.12.EconNE.9.b 6.1.12.EconNE.9.c
WWII (10 days) Causes of the war American Neutrality Holocaust American Involvement America at Home End of the War Review & Assessment (2 days) Review Unit II Assessment	Newsela: Primary Source - Workingman's Take on New Deal Newsela: Evaluation of the New Deal Newsela: WWII Home Front Newsela: Espionage and WWII Newsela: Bombing of Hiroshima Required Primary/Secondary Sources • "Let America be America Again" by Langston Hughes • 18th and 21st Amendments	6.1.12.EconNE.9.d 6.1.12.A.9.a 6.1.12.HistoryCA.9.a 6.1.12.HistoryUP.9.a 6.1.12.CivicsPR.10.a 6.1.12.GeoHE.10.a 6.1.12.EconEM.10.a 6.1.12.EconoNM.10.a 6.1.12.EconoNM.10.b 6.1.12.HistoryCA.10.a. 6.1.12.HistoryCA.10.b 6.1.12.HistoryCA.10.c
	 Various photos of American living during the Great Depression FDR's inaugural address "Brother, Can You Spare a Dime?" War Industries Board Posters/Images Map depicting occupation zones of Germany after WWII Various images from the NJ Commission on Holocaust Education 	

			T
		Executive Order 9066 Karamatau va United States	
		Korematsu vs United States	
MP: 2 or 4			
UNIT 2 - 20 Days		Fabric of a Nation	Social Studies Standards
Cold War Era: Foreig	gn (1945-1980)		6.1.12.EconGE.12.a
		Period 8 (Modules 8-1, 8-6, 8-7, 8-10)	6.1.12.HistoryCC.12.a
The Cold War (8 da			6.1.12.EconNE.13.c
	Origins of the	Newsela: Lesson Set - Political and	6.1.12.EconNE.12.a
	d War and impact	Economic Ideologies of the Cold War	6.1.12.EconEM.12.a
	JS society		6.1.12.HistoryCC.12.c
	man and	Newsela: Lesson Set - Cold War	6.1.12.HistoryCC.12.d 6.1.12.HistoryCC.12.e
	enhower nedy and Johnson	Responses	6.1.12.HistorySE.12.a
o Ken	nedy and Johnson	TKCSPOTISCS	6.1.12.HistoryCC.12.b
Vietnam (5 days)		Newsela: Lesson Set: Cuban Missile	6.1.12.HistorySE.12.b
	causes and	Crisis	6.1.12.CivicsPI.13.a
	cts of the Vietnam		6.1.12.CivicsDP.13.a
War		Newsela: Causes of the Vietnam War	6.1.12.GeoPP.13.a
	on and 1970s		6.1.12.GeoPP.13.b
polic		Newsela: Vietnam's Effects on an	6.1.12.GeoHE.13.a
pone	0103	American Generation	6.1.12.EconNE.13.a
1060c and 1070c E	oroign Politics /F	Normala Water and Books de la Blacke	6.1.12.EconEM.13.a
1960s and 1970s Fo	oreign Politics (5	Newsela: Vietnam Protests in Photos	6.1.12.EconNE.13.a
days)	Middle East	Newsela: Vietnam Veterans	6.1.12.EconNE.13.b 6.1.12.HistoryCC.13.a
	Middle East	Newsela. Vietnam Veterans	6.1.12.HistoryCC.13.b
	th America	Newsela: US/Chinese Diplomacy	6.1.12.HistoryCC.13.c
o Chir	na	Newseia. Oo/Onnese Diplomacy	6.1.12.HistoryCC.13.d
Daview & Access	(O - d)	Poguired Primary/Secondary	6.1.12.HistoryUP.13.a
Review & Assessm o Rev		Required Primary/Secondary Sources	6.1.12.HistorySE.13.a
	: III Assessment	Churchill's "Iron Curtain"	6.1.12.CivicsPI.14.a
O Office	. III Assessillelii	speech	6.1.12.CivicsPI.14.b
		Truman Doctrine	6.1.12.CivicsPI.14.c
		Eisenhower Doctrine	6.1.12.CivicsPI.14.d
		 Gulf of Tonkin Resolution 	6.1.12.CivicsCM.14.b
		 Camp David Accords 	6.1.12.CivicsPD.14.a
			6.1.12.CivicsDP.14.a
MP: 2 or 4			
UNIT 3 - 26 Days		Fabric of a Nation	Social Studies Standards
Cold War Era: Domestic (1945-1980)			
	, /	Period 8	6.1.12.EconGE.12.a
			6.1.12.HistoryCC.12.a
The Cold War At Ho	` ,	Modules 8-2, 8-3, 8-4, 8-5, 8-8, 8-9,	6.1.12.EconNE.13.c
	twar America	8-11	6.1.12.EconNE.12.a
	Carthyism	Manuaciani assau Ost, Bulling I.	6.1.12.EconEM.12.a
	man and	Newsela: Lesson Set - Political and	6.1.12.HistoryCC.12.c
	enhower	Economic Ideologies of the Cold War	6.1.12.HistoryCC.12.d 6.1.12.HistoryCC.12.e
o Ken	nedy and Johnson	Newsela: Lesson Set - The Cold War	6.1.12.HistoryCC.12.e
Civil Diabte Messer	namt (O darra)	at Home	6.1.12.HistoryCC.12.b
Civil Rights Movem		<u>sectionio</u>	6.1.12.HistorySE.12.b
o The	movement begins		<u> </u>

- ChallengingSegregation
- New Civil RightsIssues

1960s and 1970s Politics and Society (8 days)

- Counterculture and 1960s society
- Environmentalism and Women's Movement
- Nixon and 1970s policies

Review & Assessment (2 days)

- Review
- Unit III Assessment

Newsela: Eisenhower on Highways

Newsela: Lesson Set - Cold War Responses

Newsela: Kennedy-Nixon Debates

Newsela: Modern Presidency

Newsela: Lesson Set: Cuban Missile Crisis

Newsela: Lesson Set - Civil Rights Movement

Newsela: Civil Rights Leadership

Newsela: Causes of the Vietnam War

Newsela: Vietnam's Effects on an American Generation

Newsela: Vietnam Protests in Photos

Newsela: Vietnam Veterans

Newsela: Nixon Courts the "Silent Majority"

Newsela: Watergate

Newsela: US/Chinese Diplomacy

Newsela: Rachel Carson Environmental Writer

Required Primary/Secondary Sources

- Redlining Maps
- Civil Rights Supreme Court Case briefs
- "I Have a Dream" speech by Martin Luther King Jr.
- Excerpts from the Feminine Mystique by Betty Friedan
- Excerpt from the Port Huron Statement

6.1.12.CivicsPI.13.a

6.1.12.CivicsDP.13.a

6.1.12.GeoPP.13.a

6.1.12.GeoPP.13.b

6.1.12.GeoHE.13.a

6.1.12.EconNE.13.a

6.1.12.EconEM.13.a

6.1.12.EconNE.13.a

6.1.12.EconNE.13.b

6.1.12.HistoryCC.13.a

6.1.12.HistoryCC.13.b

6.1.12.HistoryCC.13.c

6.1.12.HistoryCC.13.d

6.1.12.HistoryUP.13.a

6.1.12.HistorySE.13.a

6.1.12.CivicsPI.14.a

6.1.12.CivicsPI.14.b

6.1.12.CivicsPI.14.c 6.1.12.CivicsPI.14.d

6.1.12.CivicsCM.14.b

6.1.12.CivicsPD.14.a

6.1.12.CivicsDP.14.a

MP: 2 or 4		
UNIT 4 - 20 Days 1980s, 1990s and Present Day	Fabric of a Nation	Social Studies Standards
America	Period 9 (Modules 9-1 through 9-4)	6.1.12.CivicsCM.14.a 6.1.12.EconNE.14.b
Resurgence of Conservatism (8 days) New Conservatism The Reagan Years Life in the 1980s The End of the Cold	Newsela: Lesson Set - Conservatism Newsela: Equal Rights Amendment Newsela: Lesson Set - Movements for Equality	6.1.12.HistoryUP.14.a 6.1.12.GeoPP.14.a 6.1.12.GeoPP.14.b 6.1.12.GeoHE.14.a 6.1.12.EconNE.14.a 6.1.12.GeoNE.14.a 6.1.12.CeoNET.14.a
War Contemporary Issues (10 days) ○ Clinton Administration ○ Technology and	Newsela: Lesson Set - End of the Cold War Newsela: Clinton Presidency	6.1.12.EconET.14.b 6.1.12.EconEM.14.a 6.1.12.HistoryCA.14.a 6.1.12.HistoryCA.14.b 6.1.12.HistoryCA.14.c
Globalization Bush Administration War on Terror Obama Administration	Newsela: Impacts of Globalization	6.1.12.HistoryCC.14.a 6.1.12.HistorySE.14.a 6.1.12.HistorySE.14.b 6.1.12.HistorySE.14.c 6.1.12.HistoryCC.14.b
Review & Assessment (2 days) O Review O Unit III Assessment	Required Primary/Secondary Sources Video/Photos of Operation Desert Storm George Bush addressing the nation about the invasion on Iraq Patriot Act Graphs on the impact of global interconnectivity via the World Wide Web Election maps comparing the elections from 1972-2016 George Floyd Criminal Case	6.1.12.HistoryCC.14.c 6.1.12.HistoryCC.14.d 6.1.12.HistoryCC.14.e 6.1.12.CivicsPR.15.a 6.1.12.CivicsHR.15.a 6.1.12.EconNE.15.a 6.1.12.HistoryCC.15.b 6.1.12.HistoryCC.15.c 6.1.12.HistorySE.15.a 6.1.12.HistorySE.15.c 6.1.12.HistorySE.15.c 6.1.12.CivicsPD.16.a 6.1.12.CivicsPD.16.a 6.1.12.GeoHE16.a 6.1.12.EconNE.16.a 6.1.12.EconNE.16.b 6.1.12.HistoryUP.16.a 6.1.12.HistoryUP.16.a 6.1.12.HistoryUP.16.a 6.1.12.HistoryUP.16.a 6.1.12.HistoryUP.16.a