United States History II Honors

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.

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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.

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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 strategies used in the development of an innovative product or practice.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	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.	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 tools is helpful in selecting the best tool for a given 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.	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
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.	

Central Idea/Enduring Understanding:	**Essential/Guiding Question:**
- There are multiple and complex causes and effects 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.	1. How was social and economic life different in 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? 6. Can the government fix the economy?

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- 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.

7. 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?
9. 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):

1. 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.
5. 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.
7. 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.
10. 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.

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	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):	**Other Evidence:**
End of Unit Common Assessment	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:	**Resources:**
Jigsaw	
KWL Charts	1. GLSEN Educator Resources
Reflection and Response	2. Supporting LGBTQIA Youth Resource List
Socratic Seminar	3. Respect Ability: Fighting Stigmas, Advancing Opportunities
Think-Pair-Share	4. Learning for Justice
Academic vocabulary and language	5. Facing History & Ourselves
Cooperative learning	
Debate	**Required Primary/Secondary Resources:**
Direct instruction	
Current Events	
Document based questions	

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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	● **"Let America be America Again" by Langston Hughes** ● **18th and 21st Amendments** ● **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** ● **Executive Order 9066** ● ***Korematsu vs United States***

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	On Grade Level Students	Struggling Students	Special Needs/ELL
*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 *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.	*Visual learners create a graphic organizer of the topic. *Auditory learners give an oral report. *Break some students into reading groups to discuss the assignment. *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	*Offer alternate assessments / assignments *Allow auditory learners to listen to audio books. *Visual learners create a graphic organizer of the topic. *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 notetaking organizers and peer buddies *Supply highlighted texts & worksheets *Think, Pair, Share *Allow for individual, partner or group work	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 into smaller tasks, ● giving directions through several 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,

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*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	*Google Classroom *Google docs to turn in and complete work *EdPuzzle	*Carousel activity to review or introduce material *Kahoot to introduce/conclude lessons *Google Classroom *Google docs to turn in complete work *EdPuzzle	dictionaries

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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.

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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 process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	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.	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.

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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 tools is helpful in selecting the best tool for a given 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.	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
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.	

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.

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?

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.

Skills(Objectives):
1. 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.
3. 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.
5. 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

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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):	**Other Evidence:**

End of Unit Common Assessment	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:	**Resources:**

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
	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**

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Modeling Note Taking Project based learning 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	On Grade Level Students	Struggling Students	Special Needs/ELL
*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 *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	*Visual learners create a graphic organizer of the topic. *Auditory learners give an oral report. *Break some students into reading groups to discuss the assignment. *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	*Offer alternate assessments/assignm ents *Allow auditory learners to listen to audio books. *Visual learners create a graphic organizer of the topic. *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 notetaking 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	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 into smaller tasks, ● giving directions through several 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

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

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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.

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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 process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	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.	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 tools is helpful in selecting the best tool for a given 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.	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
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.	

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.

Essential/Guiding Question:
1. 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?

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- 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:
1. The impact of the Red Scare on Cold War America.
2. 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.
3. 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.
5. 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.

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-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**

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Note Taking Project based learning 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	On Grade Level Students	Struggling Students	Special Needs/ELL
*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 *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	*Visual learners create a graphic organizer of the topic. *Auditory learners give an oral report. *Break some students into reading groups to discuss the assignment. *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	*Offer alternate assessments/assignments *Allow auditory learners to listen to audio books. *Visual learners create a graphic organizer of the topic. *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 notetaking 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	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 into smaller tasks, ● giving directions through several 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

United States History II Honors

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

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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.

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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.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 strategies used in the development of an innovative product or practice.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	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.	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 tools is helpful in selecting the best tool for a given 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.	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
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.	

Central Idea/Enduring Understanding:	Essential/Guiding Question:
- 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.	- How do you think the Nixon administration affected people's attitudes toward government? - How does society change over time? - How do you think the resurgence of conservative ideas has changed society? - How have improvements in science and technology helped change society? - How have immigration, technology, and global trade changed the world? - How is American culture shaped by a set of common values and practices? - How have disputes over ideas, values, and politics resulted in change? - How is American culture shaped by a set of common values and practices? - How have disputes over ideas, values, and politics resulted in change?

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<table>
<tr><th>Content:</th><th>Skills(Objectives):</th></tr>
<tr><td>

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.
10. 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.

</td><td>

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.
5. 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.

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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

<table>
<tr><th>Performance Task(s):</th><th>Other Evidence:</th></tr>
<tr><td>

End of Unit Common Assessment

</td><td>

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

</td></tr>
</table>

	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**

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	On Grade Level Students	Struggling Students	Special Needs/ELL
*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	*Visual learners create a graphic organizer of the topic. *Auditory learners give an oral report. *Break some students into reading groups to discuss the assignment.	*Offer alternate assessments / assignments *Allow auditory learners to listen to audio books. *Visual learners create a graphic organizer of the topic.	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 into smaller tasks, ● giving directions through several

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*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

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Pacing Guide

Course Name: US History II Honors	Resource	Standards
MP: 1 or 3		

UNIT 1 - 24 Days
The 1920s, 1930s and WWII
 	
The Jazz Age (6 days)
    ○ Politics and economy of the 1920s
    ○ Changing culture
    ○ African American Culture and Politics
 	
The Great Depression and New Deal (6 days)
    ○ The Causes of the Depression
    ○ Political responses to the Depression
    ○ FDR and the New Deal
 	
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
	Fabric of a Nation
	
	Period 7 (Modules 7-6 through 7-11)
	
	Newsela: Lesson Set - Conflict in the 1920s
	
	Newsela: Lesson Set - Society of the 1920s
	
	Newsela: Lesson Set - Great Depression
	
	Newsela: Hoover - "Rugged Individualism"
	
	Newsela: Lesson Set - New Deal
	
	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
	● 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
		Social Studies Standards
		6.1.12.HistoryCC.9.a
		6.1.12.EconNE.10.a
		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
		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
		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.CivicsPR.10.b
		6.1.12.GeoHE.10.a
		6.1.12.EconEM.10.a
		6.1.12.EconoNM.10.a
		6.1.12.EconoNM.10.b
		6.1.12.HistoryCA.10.a.
		6.1.12.HistoryCA.10.b
		6.1.12.HistoryCA.10.c

	● Executive Order 9066 ● *Korematsu vs United States*	
MP: 2 or 4		

UNIT 2 - 20 Days
Cold War Era: Foreign (1945-1980)
 	
The Cold War (8 days)
  ○ The Origins of the Cold War and impact on US society
  ○ Truman and Eisenhower
  ○ Kennedy and Johnson
 	
Vietnam (5 days)
  ○ The causes and effects of the Vietnam War
  ○ Nixon and 1970s policies
 	
1960s and 1970s Foreign Politics (5 days)
  ○ The Middle East
  ○ South America
  ○ China
 	
Review & Assessment (2 days)
  ○ Review
  ○ Unit III Assessment
	Fabric of a Nation
	
	Period 8 (Modules 8-1, 8-6, 8-7, 8-10)
	
	Newsela: Lesson Set - Political and Economic Ideologies of the Cold War
	
	Newsela: Lesson Set - Cold War Responses
	
	Newsela: Lesson Set: Cuban Missile Crisis
	
	Newsela: Causes of the Vietnam War
	
	Newsela: Vietnam's Effects on an American Generation
	
	Newsela: Vietnam Protests in Photos
	
	Newsela: Vietnam Veterans
	
	Newsela: US/Chinese Diplomacy
	
	Required Primary/Secondary Sources
	● Churchill's "Iron Curtain" speech
	● Truman Doctrine
	● Eisenhower Doctrine
	● Gulf of Tonkin Resolution
	● Camp David Accords
		Social Studies Standards
		6.1.12.EconGE.12.a
		6.1.12.HistoryCC.12.a
		6.1.12.EconNE.13.c
		6.1.12.EconNE.12.a
		6.1.12.EconEM.12.a
		6.1.12.HistoryCC.12.c
		6.1.12.HistoryCC.12.d
		6.1.12.HistoryCC.12.e
		6.1.12.HistorySE.12.a
		6.1.12.HistoryCC.12.b
		6.1.12.HistorySE.12.b
		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 3 - 26 Days
Cold War Era: Domestic (1945-1980)
.
 	
The Cold War At Home (8 days)
  ○ Postwar America
  ○ McCarthyism
  ○ Truman and Eisenhower
  ○ Kennedy and Johnson
 	
Civil Rights Movement (8 days)
  ○ The movement begins
	Fabric of a Nation
	
	Period 8
	
	Modules 8-2, 8-3, 8-4, 8-5, 8-8, 8-9, 8-11
	
	Newsela: Lesson Set - Political and Economic Ideologies of the Cold War
	
	Newsela: Lesson Set - The Cold War at Home
		Social Studies Standards
		
		6.1.12.EconGE.12.a
		6.1.12.HistoryCC.12.a
		6.1.12.EconNE.13.c
		6.1.12.EconNE.12.a
		6.1.12.EconEM.12.a
		6.1.12.HistoryCC.12.c
		6.1.12.HistoryCC.12.d
		6.1.12.HistoryCC.12.e
		6.1.12.HistorySE.12.a
		6.1.12.HistoryCC.12.b
		6.1.12.HistorySE.12.b

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○ Challenging Segregation ○ New Civil Rights Issues **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

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MP: 2 or 4		

UNIT 4 - 20 Days
1980s, 1990s and Present Day America
 	
Resurgence of Conservatism (8 days)
  ○ New Conservatism
  ○ The Reagan Years
  ○ Life in the 1980s
  ○ The End of the Cold War
 	
Contemporary Issues (10 days)
  ○ Clinton Administration
  ○ Technology and Globalization
  ○ Bush Administration
  ○ War on Terror
  ○ Obama Administration
 	
Review & Assessment (2 days)
  ○ Review
  ○ Unit III Assessment
	Fabric of a Nation
	
	Period 9 (Modules 9-1 through 9-4)
	
	Newsela: Lesson Set - Conservatism
	
	Newsela: Equal Rights Amendment
	
	Newsela: Lesson Set - Movements for Equality
	
	Newsela: Lesson Set - End of the Cold War
	
	Newsela: Clinton Presidency
	
	Newsela: Impacts of Globalization
	
	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
		Social Studies Standards
		
		6.1.12.CivicsCM.14.a
		6.1.12.EconNE.14.b
		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.EconET.14.a
		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
		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
		6.1.12.HistoryCC.14.c
		6.1.12.HistoryCC.14.d
		6.1.12.HistoryCC.14.e
		6.1.12.CivicsPR.15.a
		6.1.12.CivicsHR.15.a
		6.1.12.EconNE.15.a
		6.1.12.HistoryCC.15.a
		6.1.12.HistoryCC.15.b
		6.1.12.HistoryCC.15.c
		6.1.12.HistorySE.15.a
		6.1.12.HistorySE.15.b
		6.1.12.HistorySE.15.c
		6.1.12.CivicsPD.16.a
		6.1.12.CivicsPR.16.a
		6.1.12.GeoHE16.a
		6.1.12.EconGE.16.a
		6.1.12.EconNE.16.a
		6.1.12.EconNE.16.b
		6.1.12.HistoryUP.16.a
		6.1.12.HistoryCC.16.a
		6.1.12.HistoryCC.16.b