

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



US History 2

Length of Course:	Full Year
Elective/Required:	Required
Schools:	EHS/JPS
Eligibility:	Grade 10
Credit Value:	5
Date Approved:	August 23, 2022

**United States History 2
Table of Contents**

Executive Summary	3
Course Objectives	4
Curriculum Resources for NJ Laws & Mandates	5
Pacing Timeline	6
Unit 1: World War I	7-14
Unit 2: The Roaring Twenties	15-28
Unit 3: The Great Depression	29-34
Unit 4: FDR and the New Deal	35-44
Unit 5: The Road to World War II	45-52
Unit 6: World War II	53-60
Unit 7: The Cold War	61-68
Unit 8: America in the 1950's	69-78
Unit 9: Kennedy and Johnson	79-85
Unit 10: The Civil Rights Movement	86-92
Unit 11: The Vietnam War	93-102
Unit 12: Social Change	103-108
Unit 13: Nixon	109-116
Unit 14: The Conservatives	117-125
Unit 15: The Modern United States	126-137

United States History 2 Executive Summary

The U.S. History 2 course focuses on political, economic, societal, and cultural forces that have shaped the history of the United States. This course covers the era of World War I through contemporary times. This course is intended to develop a broad appreciation for the struggles, achievements, and contributions of all Americans, as well as an understanding of their rights and responsibilities.

In this course, students will learn about the events, developments, processes, and people, both as individuals and groups, that shaped the course of American history. Students will also hone the essential skills that reside at the heart of the social studies discipline. This includes, but is not limited to research, writing, and presenting through grade-level, year-long projects. Additionally, at regular intervals, students will be asked to employ historical reasoning skills such as comparison, causation, contextualization, and continuity and change over time, to name a few.

All content learned and skills practiced are guided by the most recent New Jersey Student Learning Standards (adopted June, 2020). This includes the performance expectations outlined in strands 6.1 (U.S. History: America in the World), and 6.3 (Active Citizenship in the 21st Century), and through active resources that support New Jersey's [New Jersey's mandates and laws for Social Studies Education](#).

**United States History 2
Course Objectives**

The student will be able to:

1. Recognize the contributions of significant individuals and groups in the history of the United States, as well as understand and analyze significant ideas, developments, and events that undergird the narrative of U.S. history from World War 1 until the present.
2. Leverage the course themes to apply historical reasoning and interpret data to develop evidence-based arguments that assess cause and effect, continuity and change over time, comparison, and contextualization.
3. Develop the skills in reading, writing, speaking, and listening that are the foundation for creative and purposeful expression in language.

Resources for NJ State Mandates

In order to address the New Jersey Department of Education mandates to the fullest extent, this [Curriculum Crosswalk](#) has been created for teachers to identify topics by Unit in US History 1 and US History 2 that can be entry points into more in-depth lessons and student learning. Some are well-known topics that have been part of Edison Township's curriculum for years; others are not as well-known or more recent. Resources that can specifically support lessons on these topics have been provided for teachers that can enable them to effectively promote learning about these topics. These are active resources, which are added and updated throughout the school year.

United States History 2 Timeline

MP	Unit #	Unit	<i>The Americans</i> Chapters
1	1	WWI	19
	2	1920s	20, 21
	3	Depression	22
	4	New Deal	23
2	5	Road to WWII	24
	6	WWII	25
	7	Cold War	26
	8	1950s	27
3	9	JFK, LBJ	28
	10	Civil Rights	29
	11	Vietnam	30
	12	Social Change	31
4	13	Nixon	32
	14	Conservatives	33
	15	Present	34, Epilogue

Unit I: World War 1

Chapter 19-1 World War I Begins

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Explain the causes and consequences of World War I

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

Performance Expectation	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Identify the long-term and immediate causes of WWI *Summarize U.S. public opinion about the war *Explain why the U.S. entered the war The People and Vocabulary: Nationalism, militarism, imperialism, Allies, Central Powers, Archduke Franz Ferdinand, no man’s land, trench warfare, Lusitania,	<ul style="list-style-type: none"> Compare present and past events—how does trench warfare compared to the fighting in 2010 Afghanistan? Construct geographic representations-mapping pre-W.W.I imperialism. Evaluate primary sources for validity and credibility and to detect propaganda, censorship, and bias 	<ul style="list-style-type: none"> Graphic organizer-charting the course from peace to war Wrap-around discussion-when is war necessary? With classroom technology, analyze primary sources and photographs—life in the trenches. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.• 6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.	Arabic, Sussex, Zimmermann note			
Resources: Chapter 19 Section 1 World War I Begins The Americans pages 578-586, primary source packets, The Century video iBook: 19.1: WWI Begins 1124- 1138			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit I: World War 1

Chapter 19-2 American Power tips the Balance

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: How has family life changed socially, economically and technologically? (men drafted)
Does the government have the responsibility to help its citizens in times of crisis? (government control of the mass production of ships)

Essential Questions: Why does the United States go to war?
What groups have struggled for change and equality?
How has family life changed socially, technologically, and economically?
Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Describe how the U.S. mobilized for war * Summarize U.S. battlefield successes * Identify the new weapons and medical problems faced during WWI * Describe U.S. offensives and the end of the war The People and Vocabulary: Selective Service act, convoy system, American Expeditionary	<ul style="list-style-type: none"> Compare present and past events—how would a military draft be received if it were implemented today? Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. Produce clear and coherent writing—was Wilson correct in keeping the U.S. neutral? 	<ul style="list-style-type: none"> Role play- exploring the options facing Wilson—what should he do? Wrap around discussion—when should the United States fight and who should do the fighting? Analyze primary sources, i.e. the German warning to ships. With classroom technology, survey music of the era—what do these songs tell us about the time? 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.• 6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.	Force, John J. Pershing, armistice, conscientious objector, Alvin York, 369th Infantry regiment, Army Corps of Nurses			
<p>Resources: Chapter 19 Section 2 American Power Tips the Balance The Americans pages 587-593, primary source packets, The Century video iBook: 19.2 American Power tips the Balance: 1139-1152</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit I: World War 1

Chapter 19-3 The War at Home

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Which groups have struggled for change and equality?

*Does the government have a responsibility to help its citizens in times of crisis? (WIB, Food Admin, War Economy)

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Explain how business and government cooperated during the war *Show how the government promoted the war * Describe the attacks on civil liberties that occurred * summarize the social changes that affected African Americans and women The People and Vocabulary:	<ul style="list-style-type: none"> Compare present and past events —how does the volunteerism of W.W.I America look like today? Analyze sources for validity and credibility and to detect propaganda, censorship, and bias. 	<ul style="list-style-type: none"> Wrap around discussion—why is propaganda effective? Analyze primary sources, i.e. the German warning to ships with classroom technology, view primary sources from the internet. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).• 6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.• 6.1.12.EconNM.8.a: Analyze the push-pull factors that led to the Great Migration.	War Industries Board, Bernard Baruch, propaganda, George Creel, Espionage and Sedition Acts, Great Migration			
Resources: Chapter 19 Section 3 The War at Home, The Americans pages 594-601, primary source packets, The Century video ibook:19.3 The War at Home 1153-1167			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit I: World War 1

Chapter 19-4 Wilson Fights for Peace

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Why does the U.S. go to war?

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	Summarize Wilson’s Fourteen Points *Describe the Treaty of Versailles and international and domestic reaction to it *Explain the consequences of war The People and Vocabulary: Fourteen Points, League of Nations, George Clemenceau, David Lloyd George, Vittorio Orlando, Treaty of Versailles, reparations, war-guilt clause,	<ul style="list-style-type: none"> Compare present and past events- what would U.S. victory look like in a modern day war? Construct various forms of geographic representations-mapping post-W.W. I Europe. 	<ul style="list-style-type: none"> Wrap around discussion—how would you define a “fair peace” and can there be “peace without victory?” Analyze Wilson’s 14 points—how do they present an attempt to prevent future wars? 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.• 6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.	Henry Cabot Lodge			
Resources: Chapter 19 Section 4 Wilson Fights for Peace The Americans pages 604-609, primary source packets, The Century video ibook: 19.4 Wilson Fights for Peace 1173-1182			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit II: The Roaring Twenties Part A: Politics of the 20s
Chapter 20 -1 America Struggles with Postwar Issues

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Explain the political and social changes after World War I and throughout the 1920's

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, "One Minute" essays, and "ticket out" activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9 • 6.1.12.CivicsHR.8.a Analyze primary and secondary	*Summarize the reaction in the U.S. to the perceived threat of communism *Analyze the causes and effects of the quota system in the U.S. * Describe some of the postwar conflicts between labor and management The People and Vocabulary: Nativism, isolationism, communism, anarchists, Sacco and Vanzetti, quota system, John L. Lewis	<ul style="list-style-type: none"> Compare present and past events-what were the issues in the last major labor dispute in the United States? Analyze how change occurs through time due to shifting values and beliefs as well as technological—what conditions of postwar America led some to feel alienated? Distinguish valid arguments from false arguments-what 	<ul style="list-style-type: none"> Labor/management scenario and role-play- seeing all sides of a labor dispute Analyzing primary sources—the Sacco and Vanzetti Trial Class discussion-defining Communism 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<p>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.</p> <ul style="list-style-type: none"> • 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.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. 		<p>unfounded biases undergirded the Red Scare?</p>		
<p>Resources: Chapter 20 Section 1 Americans Struggle with Postwar Issues The Americans pages 617-624, primary source packets, The Century video Chapter 20: 1201 20.1 America Struggles with Postwar Issues 1204-1217</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit II: The Roaring Twenties Part A: Politics of the 20s
Chapter 20-2 The Harding Presidency

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Explain the political and social changes after World War I and throughout the 1920's

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, "One Minute" essays, and "ticket out" activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Contrast Harding's Policy of "Normalcy" with progressive era reforms * Identify scandals that plagued the Harding Administration The People and Vocabulary: Warren G. Harding, Charles Evans Hughes, Fordney-McCumber Tariff, Ohio gang, Teapot Dome scandal, Albert B. Fall	<ul style="list-style-type: none"> Compare present and past events—what did Harding stand for and what do the Republicans of today stand for? Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias—read screeds focusing on Al Smith's Catholicism. Take a position on a current public policy and support it with historical evidence, 	<ul style="list-style-type: none"> Discussion: What challenges do women face today? What progress has been made since the 1920's? Draw political cartoons capturing the Harding scandals. Write an "October 1928" newspaper article handicapping the impending election. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 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.		reasoning, and constitutional analysis in a written or oral format.		
<p>Resources: Chapter 20 section 2 The Harding Presidency The Americans pages 625-627, primary source packets, The Century video ibook: 20.2 The Harding Presidency 1218-1225</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit II: The Roaring Twenties Part A: Politics of the 20s
Chapter 20-3 The Business of America

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Explain the political and social changes after World War I and throughout the 1920's

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, "One Minute" essays, and "ticket out" activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9 6• 6.1.12.History CC.8.b: Relate government policies to	*Explain how changes in 1920s technology influenced American life The People and Vocabulary: Calvin Coolidge urban sprawl installment plan	<ul style="list-style-type: none"> Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in political and economic landscape. Take a position on a current public policy and support it with historical evidence in oral format-how did the automobile changed family life? 	<ul style="list-style-type: none"> Use internet sites to compare 1920's standard of living to that of today. Create graphic organizers to chronicle the economic changes that coincide with the growth of the automobile industry. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<p>the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.</p> <ul style="list-style-type: none">• 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.				
<p>Resources: The Americans primary source packets, The Century video ibook: 20.3: The Business of America 1226-1238</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit II: The Roaring Twenties Part B: Life in the 20s
Chapter 21-1 Changing Ways of Life

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Describe how American life changed in the 1920's

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, "One Minute" essays, and "ticket out" activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Explain how urbanization created a new way of life that often clashed with the values of traditional rural society *Describe the controversy over the role of science and religion in American education and society in the 1920's The People and Vocabulary: Prohibition, speakeasies, bootleggers, fundamentalism, Clarence Darrow, Scopes Trial	<ul style="list-style-type: none"> Compare present and past events—1920's youth rebellion vs. that of today Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in political and economic landscape. Distinguish valid arguments from false arguments—how did the Scopes trial reflect the clash of cultures? 	<ul style="list-style-type: none"> Class reading: Inherit the Wind. Class debate: science, religion, and the separation of church and state? Use classroom technology to view actual footage of 1920's sporting events listen to radio news clips. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 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.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.				
<p>Resources: The Americans pages 640-646, primary source packets, The Century video ibook: 21.1 Changing Ways of Life 1256- 1268</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit II: The Roaring Twenties Part B: Life in the 20s
Chapter 21-2 The Twenties Women

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Describe how American life changed in the 1920's

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, "One Minute" essays, and "ticket out" activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8	*Explain how the image of the flapper embodied the changing values and attitudes of young women in the 1920's * Identify the causes and results of the changing roles of women in the 1920's The People and Vocabulary: Flapper, double standard	<ul style="list-style-type: none"> • Compare present and past events—1920's youth rebellion vs. that of today • Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in political and economic landscape. • Distinguish valid arguments from false arguments—how 	<ul style="list-style-type: none"> • Class reading: Inherit the Wind. • Class debate: science, religion, and the separation of church and state? • Use classroom technology to view actual footage of 1920's sporting events listen to radio news clips. 	<ul style="list-style-type: none"> • quizzes • essays • tests with multiple-choice and writing components • class discussions

<p>CCSS.ELA-LITERACY.WHST.9-10.9</p> <ul style="list-style-type: none">• 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.		<p>did the Scopes trial reflect the clash of cultures?</p>		
<p>Resources: The Americans pages 646-649, primary source packets, The Century video ibook: 21.2 The Twenties Woman 1269-1276</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit II: The Roaring Twenties Part B: Life in the 20s
Chapter 21-3 Education and Popular Culture

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Describe how American life changed in the 1920's

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, "One Minute" essays, and "ticket out" activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9 • 6.1.12.EconET.8.a Relate social, cultural, and	*Describe the popular culture of the 1920's * Explain why the youth-dominated decade came to be called the Roaring Twenties The People and Vocabulary: Charles A. Lindbergh, George Gershwin, Georgia O'Keeffe, Sinclair Lewis, F. Scott Fitzgerald, Edna St. Vincent Millay, Ernest Hemingway	<ul style="list-style-type: none"> Compare present and past events –modern day racism and that of the past. Relate current events to the physical and human characteristics of places and regions—what led to the northern migration? Construct various forms of geographic representations to show spatial patterns of physical and human phenomenon-mapping the northern migration. 	<ul style="list-style-type: none"> Read articles on the Ku Klux Klan in New Jersey—discuss its impact over time. Discussion: How have the struggles of African Americans changed over time? 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<p>technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.</p> <ul style="list-style-type: none">• 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.				
<p>Resources: The Americans pages 652-657, primary source packets, The Century video ibook: 21.3 Education and Popular Culture 1283-1293</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit II: The Roaring Twenties Part B: Life in the 20s
Chapter 21-4 The Harlem Renaissance

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Describe how American life changed in the 1920's

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, "One Minute" essays, and "ticket out" activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9 • 6.1.12.EconNM.8.a* Analyze the push-pull factors that led	*identify the causes and results of the migration of African Americans to Northern cities in the early 1900's *Describe the prolific African-American artistic activity that became known as the Harlem Renaissance The People and Vocabulary: Zora Neale Hurston, James Weldon Johnson, Marcus Garvey, Harlem Renaissance, Claude McKay, Langston	<ul style="list-style-type: none"> Analyze how change occurs through time due to shifting values-how does diversity enrich the overall culture? Distinguish valid arguments from false arguments. Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. Produce clear and coherent writing-how did 1920's artists enrich the culture? 	<ul style="list-style-type: none"> Class readings and discussion: Langston Hughes poems. Class readings and discussion: excerpts from the Great Gatsby and Ragtime. Music survey: the Jazz Age. Use classroom technology to study architectural design in New Jersey cities and trace to 1920's designs. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<p>to the Great Migration.</p> <ul style="list-style-type: none">• 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.HistoryCC.8a*Make evidence-based inferences to why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.• 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.	<p>Hughes, Paul Robeson, Louis Armstrong, Duke Ellington, Bessie Smith</p>			
<p>Resources: The Americans 658-664, primary source packets, The Century video ibook:21.4 The Harlem Renaissance 1294-1303</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit III: The Great Depression

Chapter 22-1 The Nation's Sick Economy

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Trace the causes and consequences of the Great Depression

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?

How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, "One Minute" essays, and "ticket out" activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Summarize the critical problems threatening the American economy in the late 1920's *Describe the causes of the stock market crash and the Great Depression *Explain how the Great Depression affected the economy in the United States and throughout the world The People and Vocabulary:	<ul style="list-style-type: none"> Compare present and past events—the crash and the "Great Recession" Analyze how change occurs through time due to shifting values and beliefs—what conditions set the stage for the crash in 1929? 	<ul style="list-style-type: none"> Stock market project—students "buy" and track stocks. Small Business Role Play game Using classroom technology, view and discuss Google images of bank runs. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none"> • 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.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.b* Compare and contrast the causes and effects of the stock market crash in 1929 and other periods of economic instability. • 6.1.12.HistoryCA.D.9.a* Explore the global context of the Great Depression and the reasons for the worldwide economic collapse. 	<p>Price supports, credit, Alfred E. Smith, Dow Jones Industrial Average, speculation, buying on margin, Black Tuesday, Great Depression, Hawley-Smoot Tariff Act</p>			
<p>Resources: The Americans pages 670-677, primary source packets, The Century video ibook: 22.1 The Nation's Sick Economy 1316-1327</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit III: The Great Depression

Chapter 22-2 Hardship and Suffering During the Depression

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Trace the causes and consequences of the Great Depression

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9 • 6.1.12.HistoryUP.9.a* Analyze the impact of the	* Describe how people struggled to survive during the Depression * Explain how the Depression affected men, women and children The People and Vocabulary: Shantytown, soup kitchen, bread line, Dust Bowl, direct relief	<ul style="list-style-type: none"> Evaluate sources for validity and credibility—Readings from Studs Turkel’s Hard Times. Construct various forms of geographic representations-mapping the agricultural devastation. Produce clear and coherent writing- how did the Depression alter everyday family life? 	<ul style="list-style-type: none"> Class readings from Studs Turkel’s Hard Times, excerpts from the Grapes of Wrath. Using classroom technology, view video clips from The Century. Using classroom technology, view Dorothy Lang photographs of the Great Depression effects. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

Great Depression on the American family, migratory groups, and ethnic and racial minorities.				
Resources: The Americans pages 678-683 , primary source packets, The Century video ibook: 22.2 Hardship and Suffering During the Depression 1328-1339			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit III: The Great Depression

Chapter 22-3 Hoover Struggles with the Depression

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Trace the causes and consequences of the Great Depression

Essential Questions: Why does the United States go to war?

What groups have struggled for change and equality?
How has family life changed socially, technologically, and economically?
Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Explain Hoover’s initial response to the Depression * Summarize the actions Hoover took to help the economy and the hardship suffered by Americans *Describe the Bonus Army and Hoover’s actions toward it The People and Vocabulary: Herbert Hoover, Boulder Dam, Federal Home Loan Bank Act,	<ul style="list-style-type: none"> Construct various forms of geographic representations—mapping the Bonus Army march Distinguish valid arguments from false arguments—read articles on “Rumblings of Revolution.” 	<ul style="list-style-type: none"> Listen to, analyze, and then discuss “Brother Can You Spare a Dime.” Discussion: what is the government’s role in this crisis? Read Studs Turkel’s account of the Bonus Army’s March. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none"> • 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.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression. <p>6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.</p> <ul style="list-style-type: none"> • 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). 	Reconstruction Finance Corporation, Bonus Army			
Resources: The Americans pages 684-689, primary source packets, The Century video ibook: 22.3 Hoover Struggles with the Depression 1340- 1350			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit IV: FDR & the New Deal
Chapter 23-1 A New Deal Fights the Depression

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Explain how the government's reaction to the Great Depression affected the United States

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, "One Minute" essays, and "ticket out" activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9 • 6.1.12.A.10.b* Assess the effectiveness of governmental	*Summarize the initial steps Roosevelt took to reform banking and finance *Describe New Deal works programs * identify critics of FDR's New Deal The People and Vocabulary: Franklin Delano Roosevelt, New Deal, Glass-Steagall Act, Federal Securities Act, the Agricultural Adjustment Act, Civilian Conservation Corps, National Industrial Recovery	<ul style="list-style-type: none"> Compare present and past events evaluating F.D.R.'s response to the Banking Crisis and modern day responses to the "Great Recession." Construct various forms of geographic representations to show spatial patterns of physical and human phenomenon—analyzing the Depression in the country's Midwest. 	<ul style="list-style-type: none"> Create posters describing New Deal agencies. Using classroom technology, read and then listen to F.D.R.'s inaugural speech. What does he mean when he says "the only thing we have to fear is fear itself." Discussion: the F.D.I.C. and its relevance today. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<p>policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security)</p> <ul style="list-style-type: none">• 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* Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.	<p>Act, deficit spending, Huey Long, Charles Coughlin, Dr. Francis Townsend</p>			
<p>Resources: The Americans pages 694-700, primary source packets, The Century video ibook: 23.1 A New Deal Fights the Depression 1361-1373</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit IV: FDR & the New Deal
Chapter 23-2 The Second New Deal Takes Hold

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Explain how the government's reaction to the Great Depression affected the United States

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, "One Minute" essays, and "ticket out" activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9 • 6.1.12.CivicsPR.10.b* Assess the effectiveness of	*Describe the purpose of the Second New Deal *Summarize New Deal programs for farmers * Identify the Second New Deal programs aimed at assisting young people and professionals * Summarize labor and economic reforms carried out under the Second New Deal The People and Vocabulary: Eleanor Roosevelt, Works Progress Administration, National Youth Administration,	<ul style="list-style-type: none"> Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias—reading political cartoons on F.D.R.'s "court packing" scheme. Distinguish valid arguments from false arguments—where were F.D.R. critics correct? Where were they incorrect? Produce clear and coherent writing—was F.D.R.'s court scheme an overreach? 	<ul style="list-style-type: none"> Class Debate: Is Social Security today serving the purpose for which it was originally implemented? Class activity—plotting the political spectrum—liberal to conservative and the points in between. Watch footage of F.D.R. critics—what techniques are they relying on? 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<p>governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in</p> <ul style="list-style-type: none">• 6.1.12.EconoNM.10.a <p>Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.</p>	<p>Wagner Act, Social Security Act</p>			
<p>Resources: The Americans pages 701-709, primary source packets, The Century video ibook: 23.2 The Second New Deal Takes Hold 1374-1386</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit IV: FDR & the New Deal
Chapter 23-3 The New Deal Affects many Groups

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Explain how the government’s reaction to the Great Depression affected the United States

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9 • 6.1.12.HistoryCA.10.a * Explain how Franklin	*Analyze the effects of the New Deal programs on women * Describe Roosevelt’s attitude toward African Americans *Identify the groups that formed the New Deal coalition * Describe the supporters of FDR’s New Deal The People and Vocabulary: Francis Perkins, Mary McLeod Bethune, John Collier, New Deal coalition, Congress of Industrial Organizations	<ul style="list-style-type: none"> Compare present and past events-comparing the Dust Bowl to a The BP oil spill. Construct various forms of geographic representations to show spatial patterns of physical and human phenomenon—the Dust Bowl. Integrate and evaluate multiple sources of information—understanding Life in the Depression. 	<ul style="list-style-type: none"> View scenes from the Grapes of Wrath. Using classroom technology, view Dorothea Lang’s work. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

Roosevelt and other key individuals, including minorities and women shaped the core ideologies and policies of the New Deal.(i.e., McLeod Bethune, Eleanor Roosevelt and Frances Perkins),				
Resources: The Americans 710-715 pages, primary source packets, The Century video ibook: 23.3 The New Deal Affects Many Groups 1392- 1402			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit IV: FDR & the New Deal
Chapter 23-4 Culture in the 1930s

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Explain how the government's reaction to the Great Depression affected the United States

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, "One Minute" essays, and "ticket out" activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9 • 6.1.12.HistoryCA.10.b * Use a variety of sources from	*Describe the entertainment provided by motion pictures and radio * Identify some artists and writers of the New Deal era The People and Vocabulary: <i>Gone With the Wind</i> , Orson Welles, Grant Wood, Richard Wright, <i>The Grapes of Wrath</i>	<ul style="list-style-type: none"> Take a position on a current public policy and support it with historical evidence—comparing the W.P.A. to the 2009 Stimulus Package. Use Depression era reminiscences to create a role play activity that captures life in the Depression. Produce clear and coherent writing—essay on the New Deal and the Arts. 	<ul style="list-style-type: none"> Class readings from Studs Terkel's <i>Hard Times</i>. Using classroom technology, view artists' renderings of the Depression. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.				
Resources: The Americans 716-720, primary source packets, The Century video ibook: 23.4 Culture of the 1930's 1403-1412			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit IV: FDR & the New Deal
Chapter 23-5 The Impact of the New Deal

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Explain how the government’s reaction to the Great Depression affected the United States

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9 • 6.1.12.EconoNM.10.b Compare and contrast the	*Summarize opinions about the effectiveness of the New Deal *Describe the legacies of the New Deal The People and Vocabulary: Federal Deposit Insurance Corporation, Securities and Exchange Commission, National Labor Relations Board, parity, Tennessee Valley Authority	<ul style="list-style-type: none"> Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias—reading political cartoons on F.D.R.’s “court packing” scheme. Distinguish valid arguments from false arguments—where were F.D.R. critics correct? Where were they incorrect? Produce clear and coherent writing—was F.D.R.’s court scheme an overreach? 	<ul style="list-style-type: none"> Class Debate: Is Social Security today serving the purpose for which it was originally implemented? Class activity—plotting the political spectrum—liberal to conservative and the points in between. Watch footage of F.D.R. critics—what techniques are they relying on? 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<p>economic ideologies of the two major political parties regarding the role of government during the New Deal and today</p> <ul style="list-style-type: none">• 6.1.12.HistoryCA.10.c* <p>Analyze how other nations responded to the Great Depression</p>				
<p>Resources: The Americans pages 721-725, primary source packets, The Century video ibook: 23.5 The Impact of the New Deal 1413-1422</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit V: The Road to World War II

Chapter 24-1 Dictators Threaten World Peace

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Trace the long term and immediate causes of World War II

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9 • 6.1.12.HistoryCA.11.b Evaluate the effectiveness of	*Identify the types of government that took place in Russia, Italy, Germany and Japan after WWI *Describe the details of America’s turn to isolationism in the 1930’s The People and Vocabulary: Joseph Stalin, totalitarian, Benito Mussolini, Fascism, Adolf Hitler, Nazism, Francisco Franco, Neutrality Acts	<ul style="list-style-type: none"> Construct various forms of geographic representations-mapping the rise of militarism and totalitarianism. Distinguish valid arguments from false arguments—sorting out the propaganda of dictators. Produce clear and coherent writing- essay on totalitarianism. 	<ul style="list-style-type: none"> Class readings: an excerpt from Mein Kampf. Complete Venn diagram of Democracy and Totalitarianism and an analysis of relevant terms. View footage of dictators in speeches. Create timeline capturing the rise of the militants. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

international agreements following World War I (e.g., League of Nations, the Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in preventing international disputes during the 1920s and 1930s.				
Resources: The Americans 734-741, primary source packets, The Century video ibook: 24.1 Dictators Threaten World Peace 1437-1449			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit V: The Road to World War II

Chapter 24-2 War in Europe

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Trace the long term and immediate causes of World War II

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

Performance Expectation	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Explain Hitler’s motives for expansion and how Britain and France responded * Describe the blitzkrieg tactics that Germany used against Poland * Summarize the first battles of World War II The People and Vocabulary: Neville Chamberlain, Winston Churchill, appeasement,	<ul style="list-style-type: none"> Compare present and past events—How does Pearl Harbor compare to September 11? Construct various forms of geographic representations-mapping the outbreak of war. Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias—reading newspaper 	<ul style="list-style-type: none"> Using classroom technology, view segment from Mrs. Miniver on the Battle of Britain and the evacuation of Dunkirk? Create timeline—from peace to World War! Class analysis—political cartoons examining Hitler’s march. Class debate: what is America’s role in the world-when should the US 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 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, the Treaty of Versailles, Washington Naval Conference, Kellogg- Briand Pact)	nonaggression pact, blitzkrieg, Charles de Gaulle	reactions to the attack on Pearl Harbor.	intervene?	
Resources: The Americans pages 742-747, primary source packets, The Century video ibook: 24.2 War in Europe 1450-1460			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit V: The Road to World War II

Chapter 24-3 The Holocaust

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Trace the long term and immediate causes of World War II

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Explain the reasons behind the Nazis’ persecution of the Jews and problems facing Jewish refugees *Describe the Nazis’ “final solution” The People and Vocabulary: Holocaust, Kristallnacht, genocide, ghetto, concentration camp	<ul style="list-style-type: none"> Gather relevant information from multiple authoritative print and digital sources-examining the Holocaust from different perspectives. Analyze a complex primary source- a survivor tells his story of the Holocaust. 	<ul style="list-style-type: none"> View film excerpts and read subsequent criticisms of the films Saving Private Ryan and Band of Brothers. Invite guest speakers to address students on Holocaust. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 6.1.12.HistoryCC.11.d: * Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust• 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				
<p>Resources: The Americans pages 748-755, primary source packets, The Century video ibook: 24.3 The Holocaust 1461-1473</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit V: The Road to World War II

Chapter 24-4 America Moves Toward War

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Trace the long term and immediate causes of World War II

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Describe the U.S. response to the outbreak of war in Europe *Explain how Roosevelt assisted Allies without declaring war * Summarize the events that brought the U.S into armed conflict with Germany * Describe the American response to the Japanese attacks on Pearl Harbor The People and Vocabulary: Axis powers, Lend-Lease Act,	<ul style="list-style-type: none"> Compare present and past events –how does the W.W.II home front compared to that of today. Construct various forms of geographic representations-charting the early battles. Analyze in detail a series of events in the text-determine whether earlier events caused later events or simply preceded them. 	<ul style="list-style-type: none"> Class readings of primary sources—the accounts of U.S. Soldiers. Using classroom technology, view footage of the battles. Create graphic organizers to understand mobilization. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 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.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.	Atlantic Charter, Allies, Hideki Tojo			
Resources: The Americans 756-762, primary source packets, The Century video ibook: 24.4 America Moves Towards War 1474-1487			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit VI: World War II

Chapter 25-1 Mobilizing For Defense

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Explain how the U.S. was able to fight a two front war

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9 • 6.1.12.EconET.11.a:*	*Explain how the U.S. expanded its armed forces in WWII * Describe the wartime mobilization of industry, labor, scientists, and media *Trace the efforts of the U.S. government to control the economy and deal with alleged subversion The People and Vocabulary: George Marshall, Women’s Auxiliary Army Corps, A. Philip Randolph, Manhattan Project,	<ul style="list-style-type: none"> Produce clear and coherent writing—essay on the internment camps. Analyze complex primary sources—the account of an interned Japanese-American and government documents relating to reparations. Compare present and past events – how does Japanese internment compare to recent events in Guantanamo? 	<ul style="list-style-type: none"> Using classroom technology, view slideshow of U.S. Posters encouraging enlistments and efforts on the home front? As a class, listen to World War II songs. Class discussion—Pearl Ha 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<p>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.</p> <p>•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</p> <p>6.1.12.EconNM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.</p> <p>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.</p>	<p>Office of Price Administration, War Production Board, rationing</p>			
<p>Resources: The Americans pages 768-774, primary source packets, The Century video ibook: 25.1 Mobilizing for Defense 1498- 1511</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit VI: World War II

Chapter 25-2 The War for Europe and North Africa

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Explain how the U.S. was able to fight a two front war

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, "One Minute" essays, and "ticket out" activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Summarize the Allies plan for winning the war *Identify events in the war in Europe *Describe the liberation of Europe The People and Vocabulary: Dwight D. Eisenhower, D-day, Omar Bradley, George Patton, Battle of the Bulge, V-E Day, Harry S. Truman	<ul style="list-style-type: none"> Gather relevant information from multiple authoritative print and digital sources- examining D-Day from different perspectives. Analyze a complex primary source- a soldier tells his story of D-Day. 	<ul style="list-style-type: none"> View film excerpts and read subsequent criticisms of the films Saving Private Ryan and Band of Brothers. Invite guest speakers to address students on Holocaust. Read soldier's account of D-Day. Discuss as a class. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 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.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.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.				
Resources: The Americans 775-783, primary source packets, The Century video ibook: 25.2 The War for Europe and North African 1512-1528			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit VI: World War II

Chapter 25-3 The War in the Pacific

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Explain how the U.S. was able to fight a two front war

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Identify the key turning points in the war in the Pacific *Describe the Allied offensive against the Japanese *Explain both the development of the atomic bomb and debates about its use * Describe the challenges faced by the Allies in building a just and lasting peace The People and Vocabulary: Douglas MacArthur, Chester Nimitz, Battle of Midway,	<ul style="list-style-type: none"> Construct various forms of geographic representations-mapping the war in the Pacific. Take a position on a current public policy and support it with historical evidence, reasoning, and constitutional analysis in a written or oral format. Produce clear and coherent writing—essay on the dropping of the bomb. 	<ul style="list-style-type: none"> Class reading of relevant primary sources capturing multiple perspectives on the bombing of Japan. Class debate—should the United States have used nuclear weapons as it did? Class Discussion—How is the United States’ relationship with the Soviet Union changing even as WWI comes to an end? 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none"> • 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.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.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.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. 	kamikaze, J. Robert Oppenheimer, Hiroshima, Nagasaki, Nuremberg Trials			
Resources: The Americans pages 784-793, primary source packets, The Century video ibook: 25.3 The War in the Pacific 1529-1544			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit VI: World War II

Chapter 25-4 The Home Front

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Explain how the U.S. was able to fight a two front war

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	<p>*Describe the economic and social changes that reshaped American life during WWII</p> <p>* Summarize both the opportunities and the discrimination African Americans and other minorities experienced during the war</p> <p>The People and Vocabulary: GI Bill of Rights, James Farmer, Congress of Racial Equality, internment, Japanese American Citizens League, “zoot-suit”,</p>	<ul style="list-style-type: none"> Produce clear and coherent writing—essay on the internment camps. Analyze complex primary sources—the account of an interned Japanese-American and government documents relating to reparations. Compare present and past events – how does Japanese internment compare to recent events in Guantanamo? 	<ul style="list-style-type: none"> Using classroom technology, view slideshow of U.S. Posters encouraging enlistments and efforts on the home front? As a class, listen to World War II songs. Class discussion—Pearl Harbor, September 11, and ethnic profiling. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none"> • 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.CivicsDP.11.a * Use a variety of sources to determine if American policies regarding Japanese during WWII were a denial of civil • 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.EconNE.13.a: Evaluate the effectiveness of economic policies that sought to combat postWorld War II inflation. 	Korematsu v. United States (1944)			
Resources: The Americans 796-803 , primary source packets, The Century video ibook: 25.4 The Homefront 1550-1561			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit VII: The Cold War

Chapter 26-1 Origins of the Cold War

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Explain the international and domestic tensions that resulted from the Cold War

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9 • 6.1.12.HistoryCC.12.e* Analyze ideological	*Explain the breakdown in relations between the U.S. and U.S.S.R after WWII * Summarize steps taken to contain Soviet influence * Describe how the Truman Doctrine and the Marshall Plan deepened Cold War tensions *Explain how conflicts over Germany increased fear of Soviet aggression The People and Vocabulary: United Nations, satellite nation, containment, iron curtain, Cold	<ul style="list-style-type: none"> Compare present and past events—comparing war crimes of W.W. II and those alleged in a post Sept. 11 world. Analyze complex primary sources—a reading of the United Nations Charter. Evaluate sources for bias and perspective-political cartoons detailing the United Nations. Construct various forms of geographic representations-mapping the occupations 	<ul style="list-style-type: none"> Using classroom technology, view segments of the movie on Nuremberg. Discuss. Class discussion—comparing the League of Nations to the United Nations. Class Discussion: What is the role of the First Lady? 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<p>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.</p> <ul style="list-style-type: none">• 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.	<p>War, Truman Doctrine, Marshall Plan, Berlin airlift, North American Treaty Organization</p>			
<p>Resources: The Americans pages 808-814, primary source packets, The Century video ibook: 26.1 Origins of the Cold War 1577-1589</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit VII: The Cold War

Chapter 26-2 The Cold War Heats Up

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Explain the international and domestic tensions that resulted from the Cold War

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Explain how Communists came to power in China and how the U.S. reacted *Summarize the events of the Korean War * Explain the conflict between President Truman and General MacArthur The People and Vocabulary: Chiang Kai-shek, Mao Zedong, Taiwan, 38th parallel, Korean War	<ul style="list-style-type: none"> Analyze how change occurs through time due to technological advancements—how do nuclear weapons alter the way we see the world. Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned—what is the role of NATO today? Construct various forms of geographic 	<ul style="list-style-type: none"> Class reading of a primary source—Truman speaks on the “Truman Doctrine.” View Berlin airlift clips from the Century. Discuss as a class. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 6.1.12.HistoryCC.12.e * 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.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.		representations-containment on the map.		
Resources: The Americans 815-821, primary source packets, The Century video ibook: 26.2 The Cold War Heats Up 1590-1601			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit VII: The Cold War
Chapter 26-3 The Cold War at Home

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Explain the international and domestic tensions that resulted from the Cold War

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Describe government efforts to investigate the loyalty of U.S. citizens * Explain the spy case of Alger Hiss and Julius and Ethel Rosenberg * Describe the efforts of Senator Joseph McCarthy to investigate alleged Communist influence in the U.S. The People and Vocabulary:	<ul style="list-style-type: none"> Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias-read bomb raid drill of the 1950s. What are its limitations? Distinguish valid arguments from false arguments—what was McCarthy saying and what were the patent falsehoods? 	<ul style="list-style-type: none"> Class discussion- could McCarthy prosper today? Game of “telephone”-how rumors begin. Card game with the “Queen of Hearts.” View clips of bomb raid drills. Discuss their practicality. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 6.1.12.HistoryCC.12.c * Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.	HUAC, Hollywood Ten, blacklist, Alger Hiss, Ethel and Julius Rosenberg, Joseph McCarthy, McCarthyism			
Resources: The Americans pages 822-827, primary source packets, The Century video ibook: 26.3 The Cold War at Home 1602-1612			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit VII: The Cold War

Chapter 26-4 Two Nations Live on the Edge

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Explain the international and domestic tensions that resulted from the Cold War

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

Performance Expectation	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	<p>*Explain the policy of brinkmanship * describe American and Soviet actions that caused the Cold War to spread around the world * summarize the impact of Sputnik and the U-2 incident on the U.S.</p> <p>The People and Vocabulary: H-bomb, John Foster Dulles, Dwight D. Eisenhower, brinkmanship, Central</p>	<ul style="list-style-type: none"> Compare present and past events- 1950 fears of nuclear weapons vs. modern day fears of terrorism. Integrate information from diverse sources—compare Truman and MacArthur versions of events. 	<ul style="list-style-type: none"> Class discussion—Truman vs. MacArthur—the civilian vs. the General. Class reading—excerpts from the Truman biography. Role play—Brinkmanship scenarios. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.• 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.	Intelligence Agency, Eisenhower Doctrine, Nikita Khrushchev, Francis Gary Powers, U-2 incident			
Resources: The Americans pages 828-834, primary source packets, The Century video ibook: 26.4 Two Nations Live on the Edge 1613-1623			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit VIII: America in the 1950s

Chapter 27-1 Postwar America

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: What economic, social, and political changes occurred in the postwar U.S.?

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Identify economic and social problems Americans faced after WWII * Explain how the desire for stability led to political conservatism *Describe causes and effects of social unrest in the post war period * Contrast domestic policy under presidents Truman and Eisenhower The People and Vocabulary:	<ul style="list-style-type: none"> Compare present and past events- how does the Fair Deal compare to the New Deal and today's economic policies? Evaluate a complex primary source—the Truman report on Civil Rights. 	<ul style="list-style-type: none"> Class Discussion: What was Truman's Fair Deal? Which parts of that vision endure today? Using classroom technology, research the last major labor strife—analyze how it compares to the brutal strikes that followed WWII. Class reading: another excerpt from Truman biography. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none"> • 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.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 des • 6.1.12.EconEM.13.a *Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights • 6.1.12.CivicsDP.13.a *Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (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) in promoting civil liberties and equal opportunities • 6.1.12.EconNM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life. 	<p>GI Bill of Rights, suburb, Harry S. Truman, Dixiecrat, Fair Deal</p>			
--	---	--	--	--

<ul style="list-style-type: none">• 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.				
<p>Resources: The Americans pages 840-846, primary source packets, The Century video ibook: 27.1- Postwar Boom- 1637-1651</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit VIII: America in the 1950s
Chapter 27-2 The American Dream in the Fifties

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: What economic, social, and political changes occurred in the postwar U.S.?

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Explain how changes in business affected workers * Describe the suburban lifestyle of the 1950's * Identify causes and effects of the boom in the automobile industry *Explain the increase in consumerism in the 1950's The People and Vocabulary: Conglomerate, franchise, baby boom, Dr. Jonas Salk, consumerism, planned	<ul style="list-style-type: none"> Compare present and past events—assess the need to conform in the 1950's and liken that to today. Use technology tools to analyze data—how substantial was the 1950's move to the suburbs? 	<ul style="list-style-type: none"> Using classroom technology, find pictures of Levittown in 1955 and then the present day. Do the same for Post-W.W.II houses in Edison. What changes have been made? What do those changes reflect and represent? View video clip on 1950's conformity from the Century. Using classroom technology, listen to 1950's music. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 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.EconEM.13.a* Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights• 6.1.12.CivicsDP.13.a *Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (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) in promoting civil liberties and equal opportunities• 6.1.12.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.• 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.	obsolescence			
---	--------------	--	--	--

Resources: The Americans 847-855, primary source packets, The Century video
ibook: 27.2 The American Dream in the 1950's 1652-1672

Instructional Adjustments: Modifications, student difficulties, possible misunderstandings

Unit VIII: America in the 1950s

Chapter 27-3 Popular Culture

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: What economic, social, and political changes occurred in the postwar U.S.?

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, "One Minute" essays, and "ticket out" activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Explain how television programs in the 1950's reflected middle class values *Explain how the beat movement and rock 'n' roll music clashed with middle class values * Describe ways that African-American entertainers integrated the media in the 1950's The People and Vocabulary: Mass media, Federal	<ul style="list-style-type: none"> Compare present and past events—assess the need to conform in the 1950's and liken that to today. Use technology tools to analyze data—how substantial was the 1950's move to the suburbs? 	<ul style="list-style-type: none"> Using classroom technology, find pictures of Levittown in 1955 and then the present day. Do the same for Post-W.W.II houses in Edison. What changes have been made? What do those changes reflect and represent? View video clip on 1950's conformity from the Century. Using classroom technology, listen to 1950's music. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 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.	communications Commission, beat movement, rock 'n' roll, jazz			
Resources: The Americans pages 858-863, primary source packets, The Century video ibook: 27.3 Popular Culture- 1673-1694			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit VIII: America in the 1950s
Chapter 27-4 The Other America

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: What economic, social, and political changes occurred in the postwar U.S.?

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

Performance Expectation	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	<p>*Explain how the white migration to the suburbs created and urban crisis</p> <p>*Describe the efforts of minorities to gain equal rights and fight poverty</p> <p>The People and Vocabulary: Urban renewal, bracero, termination policy</p>	<ul style="list-style-type: none"> Compare present and past events-how does the school segregation of 1954 compare to that of today? 	<ul style="list-style-type: none"> View film clip—“A girl like me” —the Clark experiment.” Listen and analyze as a class- the song “Three Dog Night.” The Lemmon Game—are you prejudiced? 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 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.HistoryCC.13.c * Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.				
<p>Resources: The Americans pages 866-869, primary source packets, The Century video ibook: 27.4 The Other America 1695-1703</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit IX: Kennedy & Johnson

Chapter 28-1 Kennedy and the Cold War

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Explain the achievements and challenges of the Kennedy and Johnson administrations

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Identify the factors that contributed to Kennedy’s Election in 1960 *Describe the new military policy of the Kennedy administration * Summarize the crisis that developed over Cuba The People and Vocabulary: John F. Kennedy, flexible response, Fidel Castro, Berlin Wall, hot line, Limited Test Ban Treaty	<ul style="list-style-type: none"> Compare present and past events—the Elections of 1960 and 2010 Analyze differing points of view on the same historical event or issue—does Kennedy’s Catholicism matter? Produce clear and coherent writing—weighing in on image in politics 	<ul style="list-style-type: none"> Using classroom technology, watch the televised debate and discuss if legend is accurate or overblown. Listen to radio news and then view television news—assess the differences in the mediums. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 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.HistoryCC.12.b * Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East• 6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.				
Resources: The Americans pages 875-885 , primary source packets, The Century video ibook: 28.1 Kennedy and the Cold War 1715-1730			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit IX: Kennedy & Johnson
Chapter 28-2 The New Frontier

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Explain the achievements and challenges of the Kennedy and Johnson administrations

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Summarize the New Frontier domestic and foreign agendas * Describe the tragic chain of events surrounding Kennedy’s assassination The People and Vocabulary: New Frontier, mandate, Peace Corps, Alliance for Progress, Warren Commission	<ul style="list-style-type: none"> Analyze how change occurs through time due to shifting values and beliefs—could the United States again have such an idealized vision of a president? Analyze differing points of view on the same historical event or issue-conspiracy or lone gunman? 	<ul style="list-style-type: none"> Using classroom technology, view the Zapruder film. Socratic seminar—discussing the various conspiracy theories. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 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.EconNE.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.				
<p>Resources: The Americans pages 885-889, primary source packets, The Century video ibook: 28.2 The New Frontier 1731-1741</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit IX: Kennedy & Johnson
Chapter 28-3 The Great Society

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Explain the achievements and challenges of the Kennedy and Johnson administrations

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Describe the political path that led Johnson to the White House *Explain Johnson’s efforts to enact a domestic agenda *Summarize the goals of Johnson’s Great Society * Identify the reforms of the Warren Court * Evaluate the impact of Great Society programs The People and Vocabulary: Lyndon Baines Johnson, Economic Opportunity Act,	<ul style="list-style-type: none"> Take a position on a current public policy and support it with historical evidence in oral format-making a prognosis on the long term viability of Medicare. Integrate and evaluate multiple sources of information from diverse sources, both primary and secondary-which aspects of the Great Society still survive? 	<ul style="list-style-type: none"> Create a Graphic Organizer—matching New Deal, Fair Deal and Great Society. Read fact patterns of Miranda court decisions—were these correctly decided? 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none"> • 6.1.12.CivicsDP.13.a* Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (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) in promoting civil liberties and equal opportunities • 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.EconEM.13.a* : Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs) • 6.1.12.EconNE.13.b: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education). • 6.1.12.GeoPP.13.b: Use quantitative data and other sources to describe the extent 	<p>Great Society, Medicare and Medicaid, Immigration Act of 1965, Warren Court, reapportionment</p>			
--	---	--	--	--

to which changes in national policy impacted immigration to New Jersey and the United States after 1965.				
Resources: The Americans pages 892-900, primary source packets, The Century video ibook: 28.3 The Great Society 1746-1759			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit X: The Civil Rights Movement

Chapter 29-1 Taking on Segregation

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Explain early efforts to end segregation
Point out victories of the civil rights movement. Discuss how the movement changed over time

Essential Questions: Why does the United States go to war?
What groups have struggled for change and equality?
How has family life changed socially, technologically, and economically?
Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Explain how legalized segregation deprived African Americans of their rights as citizens. * Summarize Plessy and Brown cases & effects *Describe expansion of civil rights movement and work of MLK, Jr. The People and Vocabulary: Plessy v Ferguson, segregation, Thurgood Marshall,	<ul style="list-style-type: none"> Compare present and past events—does protest exist today? If so, what does it look like? Analyze a complex primary source—reading the “Letter from a Birmingham Jail”—how does the source outline the movement’s central tenets. 	<ul style="list-style-type: none"> Class reading and then viewing of King’s speech. Class discussion—what makes this one of the greatest speeches ever? Socratic seminar: what groups does the Civil Rights Act of 1964 protect? Which does it not protect? 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none"> • 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.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 Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination. • 6.1.12.CivicsDP.13.a *Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (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) in promoting civil liberties and equal opportunities • 6.1.12.HistoryCC.13.c Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans. 	<p>Brown v. Board of Education, Rosa Parks, Martin Luther King, Jr., SCLC, SNCC, sit-in, NAACP, Little Rock Nine, Orval Faubus, boycott, CORE</p>			
--	---	--	--	--

<ul style="list-style-type: none">• 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).				
<p>Resources: The Americans pages 906-913, primary source packets, The Century video ibook: 29.1 Taking on Segregation 1776-1790</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit X: The Civil Rights Movement

Chapter 29-2 The Triumphs of a Crusade

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Explain early efforts to end segregation
Point out victories of the civil rights movement. Discuss how the movement changed over time

Essential Questions: Why does the United States go to war?
What groups have struggled for change and equality?
How has family life changed socially, technologically, and economically?
Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, "One Minute" essays, and "ticket out" activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Identify the goals of the freedom riders *Explain JFK's reaction to the movement *Describe the tactics used to secure passage of the Voting Rights Act. The People and Vocabulary: Freedom riders, James Meredith, Civil Rights Act of 1964, Freedom Summer, Voting Rights Act of 1965, Children's	<ul style="list-style-type: none"> Analyze differing points of view on the same historical issue-compare MLK and Malcolm X's approach to the issues facing the Civil Rights movement Integrate and evaluate multiple sources of information from diverse sources, both primary and secondary-examining the King assassination 	<ul style="list-style-type: none"> Using classroom technology, view the Century video on the struggles of the movement. Class debate: non-violence or militant-which is most effective? 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none"> • 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 individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights. • 6.1.12.HistoryCC.13.c *Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans. • 6.1.12.CivicsDP.13.a * Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (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) in promoting civil liberties and equal opportunities. 	crusade, Eugene Bull Connor, Selma Campaign			
Resources: The Americans pages 916-922 , primary source packets, The Century video ibook: 29.2 The Triumph of a Crusade 1796-1810			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit X: The Civil Rights Movement

Chapter 29-3 Challenges and Changes in the Movement

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Explain early efforts to end segregation
Point out victories of the civil rights movement. Discuss how the movement changed over time

Essential Questions: Why does the United States go to war?
What groups have struggled for change and equality?
How has family life changed socially, technologically, and economically?
Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, "One Minute" essays, and "ticket out" activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Compare segregation in the North and South *Identify the leaders of the Black Power Movement * Summarize the accomplishments of the civil rights movement *Compare and contrast tactics/results of different leaders The People and Vocabulary: de facto segregation, de jure	<ul style="list-style-type: none"> Analyze differing points of view on the same historical issue-compare MLK and Malcolm X's approach to the issues facing the Civil Rights movement Integrate and evaluate multiple sources of information from diverse sources, both primary and secondary-examining the King assassination 	<ul style="list-style-type: none"> Using classroom technology, view the Century video on the struggles of the movement. Class debate: non-violence or militant-which is most effective? 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none"> • 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 individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights. • 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.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. 	<p>segregation, Malcolm X, Nation of Islam, Stokely Carmichael, Black Power, Black Panthers, Kerner Commission, Civil Rights Act of 1968, affirmative action, MLK, Jr. assassination</p>			
<p>Resources: The Americans pages 923-929, primary source packets, The Century video ibook: 29.3 Challenges and Changes in Movement 1811-1823</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit XI: The Vietnam War

Chapter 30-1 Moving Toward Conflict

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: What were the military and political events of the Vietnam War and how did this conflict impact life in the US?

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	<p>*Summarize Vietnam’s history as a French colony and its struggle for independence. *Examine how the US became involved in Vietnam *Describe the expansion of the US military involvement under LBJ</p> <p>The People and Vocabulary: Ho Chi Minh, Vietnam, domino theory, Dien Bien Phu, Geneva Accords, Ngo Dinh Diem,</p>	<ul style="list-style-type: none"> Compare present and past events—compare involvement in Vietnam to involvement in Iraq. Collect and analyze information about an issue from diverse electronic news sources—what did the media say about our initial involvement in the war? 	<ul style="list-style-type: none"> A real test of dominos—how do they work—discuss if countries can “fall” in the same manner. Construct geographic representations—mapping Vietnam. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<p>• 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.</p>	<p>Vietcong, Ho Chi Minh Trail, Tonkin Gulf Resolution</p>			
<p>Resources: The Americans pages 936-941 , primary source packets, The Century video ibook: 30.1 Moving Toward Conflict 1841-1850</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit XI: The Vietnam War

Chapter 30-2 US Involvement and Escalation

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: What were the military and political events of the Vietnam War and how did this conflict impact life in the US?

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	<ul style="list-style-type: none"> * Explain the reasons for escalation of US involvement in Vietnam *Describe the military tactics and weapons used by US and Vietcong *Explain the impact of the war on American society <p>The People and Vocabulary: Robert McNamara, Dean Rusk, William Westmoreland, ARVN, napalm, Agent Orange,</p>	<ul style="list-style-type: none"> • Compare present and past events—fighting in Vietnam and fighting in Afghanistan • Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence—make the case for which side presents a better argument—the hawks or the doves. 	<ul style="list-style-type: none"> • Using classroom technology, view “Dear America”. • PowerPoint of Good night Saigon. • Class reading: the Gulf of Tonkin resolution. 	<ul style="list-style-type: none"> • quizzes • essays • tests with multiple-choice and writing components • class discussions

<ul style="list-style-type: none">• 6.1.12.HistoryCC.12.e <p>*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.</p> <ul style="list-style-type: none">• 6.1.12.HistoryCC.12.a * <p>Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.</p>	search-and-destroy mission, credibility gap			
<p>Resources: The Americans pages 942-947, primary source packets, The Century video ibook: 30.2 U.S. Involvement & Escalation 1851-1864</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit XI: The Vietnam War

Chapter 30-3 A Nation Divided

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: What were the military and political events of the Vietnam War and how did this conflict impact life in the US?

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, "One Minute" essays, and "ticket out" activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	<p>*Explain the draft policies that led to the Vietnam War *Trace the roots of opposition to the war *Describe the antiwar movement and the growing divisions in the US public opinion about the war</p> <p>The People and Vocabulary: draft, New Left, SDS, Free Speech Movement, dove, hawk</p>	<ul style="list-style-type: none"> Produce clear and coherent writing—did L.B.J abandon his troops? Integrate and evaluate multiple sources of information from diverse sources, both primary and secondary—understanding and reporting on the King and Kennedy assassinations. 	<ul style="list-style-type: none"> Using classroom technology, view footage of the Vietnam War. Class reading: letters home from Vietnam. As a class, listen to music of the era. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 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.				
<p>Resources: The Americans pages 948-953, primary source packets, The Century video ibook: 30.3 A Nation Divided 1865-1876</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit XI: The Vietnam War
Chapter 30-4 1968: A Tumultuous Year

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: What were the military and political events of the Vietnam War and how did this conflict impact life in the US?

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	* Describe the Tet offensive and its effect on the American public * Explain the domestic turbulence of 1968 * Describe the 1968 presidential election The People and Vocabulary: Tet offensive, Robert Kennedy, Eugene McCarthy Hubert Humphrey, George Wallace	<ul style="list-style-type: none"> Produce clear and coherent writing—did L.B.J abandon his troops? Integrate and evaluate multiple sources of information from diverse sources, both primary and secondary-understanding and reporting on the King and Kennedy assassinations. 	<ul style="list-style-type: none"> Using classroom technology, view footage of the Vietnam War. Class reading: letters home from Vietnam. As a class, listen to music of the era. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 6.1.12.HistoryCC.12.e <p>*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.</p> <ul style="list-style-type: none">• 6.1.12.HistoryCC.12.a * <p>Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.</p>				
<p>Resources: The Americans pages 954-959, primary source packets, The Century video ibook: 30.4 A Tumultuous Year 1877-1888</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit XI: The Vietnam War
Chapter 30-5 The End of the War and Its Legacy

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: What were the military and political events of the Vietnam War and how did this conflict impact life in the US?

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Describe Nixon’s policy of Vietnamization *Explain the public’s reaction to the Vietnam War during Nixon’s presidency *Describe the end of US involvement and the final outcome in Vietnam *Examine the war’s painful legacy in the US and Southeast Asia The People and Vocabulary: Nixon, Kissinger,	<ul style="list-style-type: none"> Compare present and past events—how does the peace in Vietnam look different from that of earlier wars in which the U.S. fought? Analyze how change occurs through time due to shifting values and beliefs—why were Vietnam veterans greeted differently from those in earlier wars? 	<ul style="list-style-type: none"> Using classroom technology, view Vietnam Veterans Memorial. Discuss the atmosphere it engenders. Class debate—what should the voting age be? Guest speaker—a Vietnam veteran. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 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.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.D.12.d * Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.	Vietnamization, silent majority, My Lai, Kent State, Pentagon Papers, War Powers Act			
Resources: The Americans pages 960-967, primary source packets, The Century video ibook: 30.5 The End of the War and Its Legacy 1889-1903			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit XII: Social Change
Chapter 31-1 Latinos and Native Americans Seek Equality

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Why did social protests and calls for change sweep across the United States in the 1960s? What were these protests, what tactics were used and how successful was each group?

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, "One Minute" essays, and "ticket out" activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	* Describe the growth and diversity of the Latino population in the US in the 60s * Summarize the efforts of Latinos to secure civil rights and respect for their cultural heritage. * Explain the efforts of Native Americans to secure reforms in government policies The People and Vocabulary: Cesar Chavez, United Farm	<ul style="list-style-type: none"> Construct geographic representations-mapping the past migrations of Native Americans Analyze how change occurs through time due to shifting values and beliefs-how has society's conception of the elderly—and aging in general—changed over time? 	<ul style="list-style-type: none"> Class reading: the Cesar Chavez speeches. Socratic Debate: what does society owe the Native American? 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 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.	Workers, La Raza Unida, AIM, Trail of Broken Treaties			
Resources: The Americans pages 974-979, primary source packets, The Century video ibook: 31.1 Latins & Native Americans Seek Equality 1918-1928			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit XII: Social Change

Chapter 31-2 Women Fight for Equality

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Why did social protests and calls for change sweep across the United States in the 1960s? What were these protests, what tactics were used and how successful was each group?

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	<p>*Identify factors that led to the rise of the women’s movement in the 60s</p> <p>*Describe some of the early gains and losses of the women’s movement</p> <p>*Summarize the legacy of the women’s movement in employment, education and politics</p> <p>The People and Vocabulary: Betty Friedan, feminism, NOW,</p>	<ul style="list-style-type: none"> Compare present and past events to evaluate-what do women struggle for today? Analyze a complex primary source—what did the Equal Rights Amendment say? 	<ul style="list-style-type: none"> Class reading: excerpt from “The Feminine Mystique. Class debate and discussion—exploring problems of equal pay for equal work. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 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.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force to changes in family structure• 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.	Gloria Steinem, ERA, Phyllis Schlafly			
Resources: The Americans pages 982-986, primary source packets, The Century video ibook: 31.2 Women Fight for Equality 1934-1943			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit XII: Social Change

Chapter 31-3 Culture and Counterculture

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: Why did social protests and calls for change sweep across the United States in the 1960s? What were these protests, what tactics were used and how successful was each group?

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Describe the flowering and decline of the counterculture in the 1960s *Summarize the impact of the counterculture on art, fashion, music and attitudes *Explain the conservative response to the counterculture The People and Vocabulary: Counterculture, Haight-Ashbury, Beatles, Woodstock	<ul style="list-style-type: none"> Construct geographic representations-mapping the past migrations of Native Americans Analyze how change occurs through time due to shifting values and beliefs-how has society's conception of the elderly—and aging in general-changed over time? 	<ul style="list-style-type: none"> Class reading: the Cesar Chavez speeches. Socratic Debate: what does society owe the Native American? 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 6.1.12.HistoryUP.13.a * <p>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.</p>				
<p>Resources: The Americans pages 987-991, primary source packets, The Century video ibook: 31.3 Culture and Counter Culture 1944-1955</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit XIII: Nixon
Chapter 32-1 The Nixon Administration

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: What were the political, social and economic events of the 1970s and what were their causes and effects.

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9 • 6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the	*Summarize Nixon’s plans to lead the nation on a more conservative course *Analyze Nixon’s efforts to win the support of Southern Democrats *Describe the steps Nixon took to battle stagflation *Examine the importance of Nixon’s visits to China and the Soviet Union The People and Vocabulary: Nixon, New Federalism, revenue sharing, Family Assistance Plan, Southern	<ul style="list-style-type: none"> Collect and analyze information about an issue from diverse electronic news sources-Nixon visits China. Construct geographic representations-mapping Nixon’s travels and foreign policy. Produce clear and coherent writing—Is Nixon the “Imperial President?” Compare present and past events-energy crisis then and now 	<ul style="list-style-type: none"> Present on various incarnations of the “car of the future.” Using classroom technology, access prices from earlier decades. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.	strategy, stagflation, OPEC, realpolitik, détente, SALT I Treaty			
Resources: The Americans pages 1000-1007, primary source packets, The Century video ibook: 32.1 The Nixon Administration 1975-1988			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit XIII: Nixon

Chapter 32-2 Watergate – Nixon’s Downfall

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: What were the political, social and economic events of the 1970s and what were their causes and effects.

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Analyze how Nixon and his advisors sought to increase the power of the presidency *Summarize the details of the Watergate burglary *Describe how the Watergate scandal was uncovered *Explain why the House Judiciary Committee voted to impeach Nixon and analyze the impact of Watergate on American politics The People and Vocabulary:	<ul style="list-style-type: none"> Analyze differing points of view on the same historical event—read Nixon’s resignation and Ford’s speech after swearing in. Collect and analyze information about an issue from diverse electronic news sources—what most recent news references to Nixon? Are they positive or negative? 	<ul style="list-style-type: none"> Using classroom technology, view footage of the Watergate news coverage and Congressional hearings. Class reading and then subsequent viewing: All The President’s Men. 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 6.1.12.HistorySE.15.a *Explain how and why religious tensions and historic differences 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.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.• 6.1.12.EconET.14.a: Use current events to * Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.	Impeachment, Watergate, plumbers, CREEP, Saturday Night Massacre			
Resources: The Americans pages 1008-1013, primary source packets, The Century video ibook: 32.2 Watergate: Nixon's Downfall 1989-2000			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit XIII: Nixon Chapter 32-3 The Ford and Carter Years

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: What were the political, social and economic events of the 1970s and what were their causes and effects.

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, "One Minute" essays, and "ticket out" activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Summarize Gerald Ford's efforts to confront economic problems and handle foreign policy *Analyze the significance of Jimmy Carter's election in 1976 *Identify Jimmy Carter's approach to solving economic problems *Analyze Carter's achievements and failures in foreign policy matters The People and Vocabulary:	<ul style="list-style-type: none"> Take a position on a current public policy and support it with historical evidence in oral form-how fighting in Afghanistan changed? Analyze how change occurs through time due to shifting values and beliefs-how do Americans feel differently about the energy situation? Distinguish valid arguments from false arguments—what is the reality of nuclear energy dangers? 	<ul style="list-style-type: none"> Using classroom technology, view Ford-Carter debates, examine Ford's classic "gaffe." Class debate: should Nixon have been pardoned? 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none"> • 6.1.12.HistorySE.15.a *Explain how and why religious tensions and historic differences 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.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers. 6.1.12.EconET.14.a: Use current events to * Judge to what extent the government should intervene at the local, state, and national levels on issues related to the economy. • 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. 	<p>Ford, Carter, National Energy Act, human rights, Camp David Accords, Ayatollah Komeini</p>			
<p>Resources: The Americans pages 1016-1023, primary source packets, The Century video ibook: 32.3 The Ford and Carter Years 2008-2022</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit XIII: Nixon
Chapter 32-4 Environmental Activism

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: What were the political, social and economic events of the 1970s and what were their causes and effects.

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Summarize the origins of the environmental movement *Identify key environmental issues of the 1970s *Explain the goals of the continuing environmental movement The People and Vocabulary: Rachel Carson, Earth Day, environmentalism, EPA, Three Mile Island	<ul style="list-style-type: none"> Construct geographic representations- mapping the move to the Sun Belt Analyze a complex primary source—charting census data from the 1970’s—what were the relevant demographic shifts? 	<ul style="list-style-type: none"> Using classroom technology, view scenes from 1970’s television shows—compare with primetime television today. Class activity—charting our own migrations: who has lived in the Sun Belt? Who has relatives there? Class discussion: How have fitness trends changed? Do we exercise more or less? 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 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.GeoHE.14.a Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.				
<p>Resources: The Americans pages 1026-1031, primary source packets, The Century video ibook: 32.4 Environmental Activism 2028-2040</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit XIV: The Conservatives

Chapter 33-1 A Conservative Movement Emerges

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: What were the key political and social events of the 1980s and early 1990s? Discuss the new conservatism, social concerns of the 80s and changes in American foreign policy

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	<p>*Identify the reasons for the resurgence of conservative values and list the major goals of the New Right</p> <p>*Analyze the emergence of Reagan and Bush as conservative leaders</p> <p>The People and Vocabulary: Entitlement program, New Right, affirmative action, reverse discrimination, conservative coalition, Moral Majority, Ronald Reagan</p>	<ul style="list-style-type: none"> Compare present and past events—how does the election of 1980 compared to that of 2008? Analyze how change occurs through time due to shifting values and beliefs— how does “Supply Side” economics compared to the New Deal? Construct geographic representations-mapping Reagan’s interventions 	<ul style="list-style-type: none"> Class Discussion: What should Carter have done on Day 1 of the Hostage Crisis? Using classroom technology, research the Sandinista-Contra divide Class reading: an excerpt of Reagan extolling virtues of S.D.I. Could this have worked? 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 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.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.EconET.14.a: Use current events to * Judge to what extent the government should intervene at the local, state, and national levels on issues related to the economy.				
Resources: The Americans pages 1036-1039, primary source packets, The Century video ibook: 33.1 A Conservative Movement Emerges 2050-2057			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit XIV: The Conservatives
Chapter 33-2 Conservative Policies Under Reagan and Bush

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: What were the key political and social events of the 1980s and early 1990s? Discuss the new conservatism, social concerns of the 80s and changes in American foreign policy

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Summarize Reagan’s economic programs *Describe the changes that occurred in the makeup and decisions of the Supreme Court *Identify results of deregulation of the savings and loan industry and of cutting the budget of the EPA *Analyze the presidential elections of 1984 and 1988	<ul style="list-style-type: none"> Construct geographic representations- the 1984 Electoral College results Analyze a complex primary source—reading Gorbachev speeches on Glasnost 	<ul style="list-style-type: none"> Class reading of relevant primary sources capturing multiple perspectives on the Iran-Contra affair. Class Discussion—when will we have a female president? 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none"> • SOC.6.1.12.CS12 - [Content Statement] - Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years. • 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.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.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. • 6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the 	<p>The People and Vocabulary: Reaganomics, supply-side economics, SDI, Sandra Day O'Connor, deregulation, EPA, Geraldine Ferraro, George H. W. Bush</p>			
--	--	--	--	--

efficacy of the government's environmental protection agencies and laws.				
Resources: The Americans pages 1040-1044, primary source packets, The Century video ibook: 33.2 Conservative Policies Under Reagan & Bush 2058-2067			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit XIV: The Conservatives

Chapter 33-3 Social Concerns in the 1980s

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: What were the key political and social events of the 1980s and early 1990s? Discuss the new conservatism, social concerns of the 80s and changes in American foreign policy

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, "One Minute" essays, and "ticket out" activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Identify national concerns about education, drug use, health issues and urban problems *Summarize political, economic and social gains achieved by women *Describe how conservative policies affected minority groups The People and Vocabulary: AIDS, pay equity, Jesse Jackson	<ul style="list-style-type: none"> Compare present and past events—how did the first Iraq war play out differently than the last one Produce clear and coherent writing-what was the outcome of the L.A. riots? 	<ul style="list-style-type: none"> What does it mean that the "wall came down?" Analyze the jury's decision in LA. points—does any of it make sense? Read news accounts of U.S. mobilization for first Iraq war-how have things changed? 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 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.				
<p>Resources: The Americans pages 1045-1051, primary source packets, The Century video ibook: 33.3 Social Concerns in the 1980's 2068-2080</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit XIV: The Conservatives
Chapter 33-4 Foreign Policy After the Cold War

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: What were the key political and social events of the 1980s and early 1990s? Discuss the new conservatism, social concerns of the 80s and changes in American foreign policy

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, "One Minute" essays, and "ticket out" activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Identify changes in the Communist world that ended the Cold War *Summarize US actions taken to influence Central American and Caribbean affairs *Describe the events leading up to the Iran-Contra scandal *Analyze US involvement in the Persian Gulf War The People and Vocabulary: Gorbachev, glasnost,	<ul style="list-style-type: none"> Compare present and past events—how did the first Iraq war play out differently than the last one Produce clear and coherent writing-what was the outcome of the L.A. riots? 	<ul style="list-style-type: none"> What does it mean that the "wall came down?" Analyze the jury's decision in LA. points—does any of it make sense? Read news accounts of U.S. mobilization for first Iraq war-how have things changed? 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none"> • 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.HistorySE.15.a Explain how and why religious tensions and historic differences 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.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. 	<p>perestroika, INF Treaty, Tiananmen Square, Sandinistas, Contras, Operation Desert Storm</p>			
<p>Resources: The Americans pages 1054-1061, primary source packets, The Century video ibook: 33.4 Foreign Policy After the Cold War 2085-2097</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit XV: The Modern United States
Chapter 34-1 The 1990s and the New Millennium

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: *What are the most important issues that affect the US and the world today?

*Explain why divisions developed in the country in the beginning of the millennium?

*Describe the economic boom, technological developments and changes in population

Essential Questions: Why does the United States go to war?

What groups have struggled for change and equality?

How has family life changed socially, technologically, and economically?

Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	<p>*Summarize the issues of the 1992, 2000 and 2008 presidential campaign</p> <p>*Describe and analyze Clinton’s domestic policy, foreign policy and impeachment</p> <p>*Describe the Bush administration</p> <p>The People and Vocabulary: Clinton, Hillary Clinton, NAFTA, H. Ross Perot, Newt Gingrich,</p>	<ul style="list-style-type: none"> Values and beliefs Collect and analyze information about an issue from diverse electronic news sources—how did domestic and foreign news services handle the Oklahoma City bombing differently? Analyze a complex primary source-what did the Contract with America say? 	<ul style="list-style-type: none"> Class discussion—what was the appeal of a “contract with America?” Class reading of news sources and subsequent discussion-what were the similarities and differences of the 1990’s terrorist attacks? 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<ul style="list-style-type: none">• 6.1.12.HistoryCC.16.a * Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, businesses, and/or other countries.• 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.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.• 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.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.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.	Contract with America, Al Gore, George W. Bush, Barack Obama			
---	--	--	--	--

<ul style="list-style-type: none">• 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.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.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.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of				
--	--	--	--	--

<p>the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.</p> <ul style="list-style-type: none">• 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.				
<p>Resources: The Americans pages 1066-1074, primary source packets, The Century video ibook: 34.1 The 1990's & the New Millenium 2107-2123</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit XV: The Modern United States
Chapter 34-2 The New Global Economy

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: *What are the most important issues that affect the US and the world today?

*Explain why divisions developed in the country in the beginning of the millennium?

*Describe the economic boom, technological developments and changes in population

Essential Questions: Why does the United States go to war?

What groups have struggled for change and equality?

How has family life changed socially, technologically, and economically?

Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, "One Minute" essays, and "ticket out" activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Describe changes in the American workplace *Explain increased competition for domestic and international markets The People and Vocabulary: service sector, downsize, Bill Gates, NASDAQ, dotcom, GATT	<ul style="list-style-type: none"> Compare present and past events—what triggered the Economic boom of the 1990's? Which of those factors helped lead to the "Great Recession" a little more than a decade later? 	<ul style="list-style-type: none"> Class debate: should Clinton have been removed from office? Use classroom technology to view footage from Kosovo 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<p>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.</p> <p>6.1.12.EconET.14.a: Use current events to judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.</p> <p>6.1.12.EconET.14.b * Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the workforce), and government and consumer debt and their impact on society.</p> <p>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.</p> <p>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.</p> <p>6.1.12.EconNE.12.a: Assess the impact of agricultural innovation on the world economy.</p>				
<p>Resources: The Americans pages 1075-1079, primary source packets, The Century video ibook: 34.2 The New Global Economy 2124-2133</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit XV: The Modern United States
Chapter 34-3 Technology and Modern Life

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings:

- *What are the most important issues that affect the US and the world today?
- *Explain why divisions developed in the country in the beginning of the millennium?
- *Describe the economic boom, technological developments and changes in population

Essential Questions: Why does the United States go to war?
 What groups have struggled for change and equality?
 How has family life changed socially, technologically, and economically?
 Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, "One Minute" essays, and "ticket out" activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY. RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8	*Describe the explosive growth of communications technology and subsequent industry regulations *Identify the specific application of technological advance The People and Vocabulary: Information superhighway, Internet, telecommute,	<ul style="list-style-type: none"> Analyze a complex primary source—read an excerpt from the "World is Flat" Construct geographic representations—mapping where New Jersey's manufacturing jobs have gone 	<ul style="list-style-type: none"> Class reading and discussion—the World is Flat Class discussion—imaging a world without internet 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<p>CCSS.ELA-LITERACY.WHST.9-10.9</p> <p>6.1.12.EconNE.16.b Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.</p> <p>6.1.12.EconNE.16.a: Make evidenced-based inferences regarding the impact of technology on the global workforce and on entrepreneurship.</p> <p>6.1.12.CivicsPD.16.a Construct a claim to describe how media and technology has impacted civic participation and deliberation.</p> <p>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.</p>	<p>Telecommunications Act of 1996, genetic engineering</p>			
<p>Resources: The Americans pages 1082-1087, primary source packets, The Century video ibook: 34.3 Technology and Modern Life 2138-2150</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit XV: The Modern United States
Chapter 34-4 The Changing Face of America

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Topic Objectives/Enduring Understandings: *What are the most important issues that affect the US and the world today?

*Explain why divisions developed in the country in the beginning of the millennium?

*Describe the economic boom, technological developments and changes in population

Essential Questions: Why does the United States go to war?

What groups have struggled for change and equality?

How has family life changed socially, technologically, and economically?

Does the government have a responsibility to help its citizens in times of crisis?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9	*Identify causes of urban flight *Analyze the impact of the aging of America *Describe changing migration patterns and immigration policies *Explain challenges and opportunities Americans may face in the 21 st century The People and Vocabulary: urban flight, gentrification,	<ul style="list-style-type: none"> Compare present and past events to events and produce clear and coherent writing—what does the future hold? 	<ul style="list-style-type: none"> Class Discussion: based on what we have learned this year—what challenges await? 	<ul style="list-style-type: none"> quizzes essays tests with multiple-choice and writing components class discussions

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful</p>	Prop 187			
---	----------	--	--	--

<p>relations, alliances, and global agreements with other nations.</p> <p>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.</p> <p>6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.</p> <p>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.</p> <p>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.</p> <p>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</p>				
--	--	--	--	--

demographic, social, economic, and political issues.				
Resources: The Americans pages 1088-1093, primary source packets, The Century video ibook: 34.4 The Changing Face of America 2151-2161			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	