

# **Pascack Valley Regional High School District**

**Pascack Hills High School, Montvale, New Jersey  
Pascack Valley High School, Hillsdale, New Jersey**

**Course Name: United States History II**

Born on: August, 2014  
Previous Revision: July, 2020  
Current Revision: July, 2023  
Board Approval: 8/28/23

## **U.S. HISTORY II: Course Description**

The purpose of this required course is to stress the major events in our country's history beginning with the Post-Civil War Period and continuing through America's emergence as a world power in the Twentieth Century. Major units studied include: Imperialism, The Progressive Movement, The World Wars, The Period of Economic Crisis, The Vietnam Era, Conservative Revolution, and Contemporary America. Mixed throughout the course are opportunities for the student to learn more about the history of New Jersey, Black History, and the contributions of women, careers, values and current events.

### **Student Outcomes:**

Helping students develop and effectively use a wide variety of skills is a central purpose of social studies. These skills are central to one's learning throughout life. A command of these tools will be of assistance to students in understanding their society and in becoming productive members of the American community.

Students will be able to:

- Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives
- Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world
- Critically analyze information, make ethical judgements, and responsibly address controversial issues
- Communicate through rational and persuasively written and oral arguments to present issues to controversial issues
- Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions
- Take actions that result in a more equitable society
- Analyze sources of prejudice and discrimination and propose solutions to eliminate them
- Evaluate evidence from primary and secondary sources
- Develop and practice debating skills
- Write a valid Document Based Essay
- Continue to develop research skills through the use of electronic sources, such as scholarly articles from online databases
- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence
- Compare and contrast points of view from multiple authors or sources
- Recognize cause and effect
- Analyze and evaluate historical patterns of continuity and change over time
- Identify, analyze and synthesize information on maps, charts, graphs, photos, etc.
- Analyze cartoons as a means of expressing viewpoints
- Identify and understand what constitutes differences and duration of various historical period
- Comprehend and understand historical chronology and timelines

### **Interdisciplinary Connections**

Teachers will combine, integrate and infuse disciplines as needed. ELA reading, writing, speaking and listening assignments are infused throughout the curriculum to develop basic reading and comprehension skills. Other suggestions for interdisciplinary connections:

- Career Transition
- Mathematics and Business can be combined with economic units
- Science can be combined with discussion of climate change

- Art, music and literature will be called upon to supplement what is learned in history and develop cross curricular development
- The teacher will work with the library media specialist on various research units

**Accommodations and Modifications:** Each unit has examples of possible accommodations/modifications. Charts of accommodations/ modifications are found at the end of the document.

## **Amistad/Holocaust/LGBTQ+/Climate Change/AAPI/DEI Connections**

### **Amistad Connection:**

In Unit 1, The Emergence of Modern America, students will learn about the discrimination of African Americans in the workplace and in organized labor, as well as their contributions to the Industrial Revolution. They will study the opposing philosophies of Booker T. Washington and W.E.B. DuBois. In Unit 2, World War I, students will learn about the segregation of the U.S. military and the contributions of black soldiers, despite that segregation. They will learn about the Great Migration, as well. In Unit 3, The Roaring 20s, students will learn about the Harlem Renaissance and the contributions to American culture by African Americans. In Unit 4, The Great Depression, students will learn about the impact of the depression on African Americans, FDR's "black cabinet" and the mass exodus of black voters to the Democratic Party. In Unit 5, World War II, students will learn about the contributions of African American soldiers, their experience, and how it paved the way for the Civil Rights Movement. In Unit 6, the Cold War, students will learn about the effects of anticommunist sentiment on the African American community. In Unit 7, Civil Rights and Social Change, students will learn about the experience of individual African Americans and the community throughout the Civil Rights Movement.

### **Holocaust Connections:**

In Unit 1, The Emergence of Modern America, students will learn about the discrimination Jewish immigrants faced in the United States. In Unit 3, The Roaring 20s, students will learn about the discrimination Jewish Americans faced during the 1920s. In Unit 5, World War II, students will learn about the horrors of the Holocaust and the American response to Jewish refugees citing rising anti-Semitism in the State Department and the ultimate creation of the War Relocation Authority.

### **LGBT/Disabilities:**

Curriculum shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place as part of the district's implementation of the New Jersey Student Learning Standards. The contributions of people whom we may now identify as LGBTQ+ and persons with disabilities are integral and central to how we conceptualize our national history. The course will pick up with the reform movements of the 19th century that attempted to continue persecution of people in the LGBTQ+ communities. The industrialization of the nation led to movement to cities and different groups began creating their own spaces in these cities. However, the eugenics movement and sterilization produced a model that would limit the lives of LGBTQ+ and persons with disabilities and rendered them medically inferior, legally unequal, morally suspect, socially outcast, with no right to reproduce. There was a new sexual freedom of the 1920s which marked a significant LGBTQ+ nightlife that flourished in American cities. Some highlighted stories in US II could include the activism of Jane Addams and her partner Mary Rozet Smith, Harry Hay and the founding of the Mattachine Society, George Takei and the Internment Camp experience, Marsha P. Johnson and the early Gay Liberation Movement/Stonewall Riots, the political election of Harvey Milk, James Baldwin as an activist and writer, and Billie Jean King as a leader in athletics, among others. The course will document activism within the LGBTQ+ movement

citing an end to sodomy laws, the rise and fall of the *Don't Ask Don't Tell* policy in the military, and the ultimate Obergefell v. Hodges Supreme Court decision that legalized gay marriage. Pertaining to connecting the course with peoples of disabilities, USII will cite the contributions of individuals including with learning disabilities like Thomas Edison and Walt Disney, and individuals with physical disabilities like Helen Keller and Franklin Roosevelt. The course will also look at the response to people with disabilities including the eugenics movement (Buck vs. Bell court case) and the American with Disabilities Act (1990).

**Climate Change:**

The climate change connection in US II will explore the environmental impacts of the mechanization of agriculture, the conservation movement, the environmental movement that was catalyzed in the 1970s, and global warming in the 20th century. The course begins through an examination of the degradation of much of the American landscape through aggressive industrial revolution that sought to extract materials at an expedited pace from the land. The course will look at the impact of decades of mechanized agriculture with the advent of the conservation movement in the early 20<sup>th</sup> century and the environmental impact on land destruction with the 1930s Dust Bowl. New Deal policies learned about will examine the growth of programs like the TVA and the CCC, both which sought to address the American landscape, transform irrigation in flooded areas, and conserve land. In a heightened era of awareness of environmental issues, the course will look at the causes and effects of the creation of such legislation as the Environmental Protection Act and the Endangered Species Act. Finally, in the modern day, students will look at the government's response to global warming and how rising temperatures have altered landscapes, impacted communities, and altered immigration patterns.

**Asian Americans & Pacific Islanders:**

The AAPI experience in the United States extends into the 20th century. The story of AAPI individuals is interwoven into the broader history of the United States and can be further seen in the story of immigrants to the United States. The immigrant experience of Asian Americans and Pacific Islanders contributed greatly to the diversity of American culture; however, there are many instances of racial discrimination against these people, leading to political and social segregation. The curriculum incorporates laws passed to oppose AAPI people throughout the 20th century, looking at the 1920s quota system, Japanese Internment Camps and a later reversal of immigration restrictions with the Immigration Act of 1965. The Civil Rights unit will look at progressive reform movements that sought to benefit Asian Americans, such as the farm working initiatives of AWOC in California in the 1960s. The curriculum includes the history and contributions of Asian Americans and Pacific Islanders on the state and national levels. AAPI includes individuals who immigrated to the United States and who have impacted the country's politics, demography, economy, and culture. The contributions of people who identify as AAPI are central to how we conceptualize our national history.

**Diversity, Equity, and Inclusion (DEI):**

Diversity is the presence of differences that may include race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious commitment, and/or political perspective. Populations that have been, and remain, underrepresented among practitioners in the field and marginalized in the broader society. For example: Unit I - women and Chinese immigrants, Unit II - black soldiers in America, and Unit IV - Dust Bowl migrants. Equity is promoting justice, impartiality and fairness within the procedures, processes, and distribution of resources by institutions or systems. Inclusion is an outcome to ensure those that are diverse actually feel and/or are welcomed. To that end, this can be achieved through consideration of diverse histories, experiences and perspectives that promote the dignity and respect of all individuals. This can be seen through the lenses of the Amistad Connection, Holocaust Connections, LGBT/Disabilities, and AAPI, as well as other underrepresented groups in our nation's history. These resources and experiences are listed throughout this curriculum.

<p><b>6.1 U.S. History: America in the World.</b> 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.</p>					
<p><b>Content/Topic: Unit 1 The Gilded Age &amp; The Progressive Era</b></p> <p><b>Time: 15 classes</b></p> <p><b>Content Statements:</b> Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans.</p> <p>The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups.</p> <p>Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups.</p> <p><b>Essential Questions:</b> How did the Industrial Era define the US as a modern nation, specifically with regards to the consequences of industrialization, immigration, and urbanization?</p> <p>Were Progressives successful at achieving their goals?</p>	<p><b>Key Learning Items/Concepts:</b></p> <ul style="list-style-type: none"> <li>▪ Big Business</li> <li>▪ Industrialization</li> <li>▪ Immigration</li> <li>▪ Urbanization</li> <li>▪ The Gilded Age</li> <li>▪ Defacto Segregation</li> <li>▪ Political Boss</li> <li>▪ Political Machine</li> <li>▪ Education Reforms</li> <li>▪ Horizontal Integration</li> <li>▪ Vertical Integration</li> <li>▪ Triangle Shirtwaist Fire</li> <li>▪ NAACP</li> <li>▪ Women’s Suffrage</li> <li>▪ Elizabeth Cady Stanton</li> <li>▪ Susan B. Anthony</li> <li>▪ Alice Paul</li> <li>▪ Lucy Stone</li> <li>▪ Muckraker</li> <li>▪ The Progressive Era</li> <li>▪ William Taft</li> <li>▪ Theodore Roosevelt</li> <li>▪ Woodrow Wilson</li> <li>▪ Paterson Silk Strike (1913)</li> </ul>	<p><b>Observable Proficiencies &amp; Skills:</b></p> <p>Analyze the ways in which the US emerged as a modern nation during the early 20<sup>th</sup> century.</p> <p>Analyze the political and social consequences of industrialization and immigration.</p> <p><b>Skills:</b> See Appendix B</p> <p><b>Differentiation for Diverse Learners/ Accommodations Special Ed/504:</b> Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p><b>Multilingual Learners:</b></p>	<p><b>NJSLS</b> Social Studies 6.1.12.CivicsDP.5 <b>6.1.12.CivicsDP.5.a</b> 6.1.12.EconEM.5.a <b>6.1.12.GeoHE.5.a</b> <b>6.1.12.GeoPP.5.a</b> 6.1.12.EconEM.5.a 6.1.12.HistoryNM.5.a 6.1.12.HistoryNM.5.b <b>6.1.12.HistoryCC.5.a</b> <b>6.1.12.HistoryUP.5.a</b> <b>6.1.12.HistoryCA.5.a</b> <b>6.1.12.CivicsDP.6.a</b> <b>6.1.12.CivicsDP.6.b</b> <b>6.1.12.CivicsPR.6.a</b> <b>6.1.12.GeoHE.6.a:</b> 6.1.12.GeoGM.6.a 6.1.12.EconEM.6.a 6.1.12.HistoryCC.6.b 6.1.12.HistoryCC.6.c <b>6.1.12.HistoryCC.6.d</b> <b>6.1.12.HistoryCA.6.a</b> <b>6.1.12.HistorySE.14.a</b></p> <p>CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2: 9.4.12.TL.1: 9.4.12.TL.1:</p> <p>ELA RH.11-12.7, RH.11-12.1, RH.11-12.6, WHST.11-12.4</p> <p>Interdisciplinary: Language Arts: (1) Write a 2-page argument regarding the</p>	<p><b>Benchmark Performance &amp; Assessments:</b></p> <p>Unit Test S</p> <p>Essay or Authentic Assessment S</p> <p>Quizzes F</p> <p>HW assignments F</p> <p>Class Activities F</p> <p>Political Cartoon Analysis F</p> <p>Image Analysis F</p> <p>Primary Source Analysis F</p> <p>DBQ S</p>	<p><b>Suggested Materials:</b></p> <p>Triangle Shirtwaist Fire Political Cartoons and Primary Sources</p> <p><i>Survivor interviews (women and immigrants)</i></p> <p><i>Jacob Riis – “How the Other Half Lives” and photographs of tenements</i></p> <p>Howard Zinn, Chapter 11: “Robber Barons and Rebels”</p> <p>Graphic Organizer: Big Business Methods</p> <p><i>Lincoln Steffens – “Shame of Cities”</i></p> <p><b>Iron Jawed Angels (DVD)</b> <i>Alice Paul describes forced feeding</i></p> <p><i>Ida B Wells speech on lynching</i></p> <p><i>Lucy Stone letter sent to Antoinette Brown Blackwell in 1870. The letter concerns an effort to consolidate two suffrage organizations, the National Woman Suffrage Association and Stone’s own American Woman Suffrage Association,</i></p>

		<p>Use simplified text and summaries of content.                  Use art visuals for students to respond to instead of text.                  Provide copies of notes  <b>At Risk Students:</b>                  Provide copies of presentations and notes                  Extended time on assignments  <b>Gifted and Talented:</b>                  Vary level of reading and primary source documents</p>	<p>legacy of the Captains of Industry/Robber Barons. (2) Deliver a presentation about the Progressive Era.                  Math: Analyze the number of immigrants coming into the United States in the late 19th/early 20th century.</p> <p>ELA                  NJLSA.R8                  NJLSA.W8</p> <p>Mathematics                  MP.3                  MA.S-ID.A.2</p> <p>Art                  VA.K-2.1.5.2.R</p> <p>Technology and 21st Century Themes &amp; Skills                  9.4.12.CT.2                  9.4.12.IML.8</p> <p>Computer Science                  8.1.12.IC.3                  8.1.12.DA.5</p>	<p>despite their divergent political views.</p> <p><i>Upton Sinclair – “The Jungle”</i></p> <p>Graphic Organizer: The Progressive Era, Laws and Reforms</p> <p>Political cartoons on Prohibition and Woman’s Suffrage</p> <p><i>Thomas Nast – Political Cartoons, Boss Tweed</i></p> <p><i>Chief Joseph “I surrender speech”</i></p> <p><i>Asian in America American Experience Series</i></p> <p><i>Indian Boarding School primary sources</i></p> <p><i>Lynching in America documents from the EJI</i></p> <p><i>Exploring America’s response to Japanese immigration through primary sources.</i>  <u><a href="#">Japanese in San Francisco Lesson Plan</a></u></p> <p><u><a href="#">Chinese Exclusion Act 1882 PBS Asian in America</a></u>  <u><a href="#">Chinese Exclusion Act Document analysis</a></u></p> <p><u><a href="#">Chinese Exclusion Act Thomas Nast Cartoons</a></u></p> <p><u><a href="#">Chinese Exclusion Act</a></u></p>
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<p><b>Content/Topic: Unit 2 Imperialism and World War I</b></p>	<p><b>Key Learning Items/Concepts:</b></p>	<p><b>Observable Proficiencies &amp; Skills:</b></p>	<p><b>NJSLS Social Studies</b></p>	<p><b>Benchmark Performance &amp; Assessments:</b></p>	<p><b>Suggested Materials:</b></p>
<p><b>Time: 12 classes</b></p> <p><b>Content Statements:</b></p> <p>United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.</p> <p><b>Essential Questions:</b></p> <p>To what extent was this period of imperialism consistent with American ideals of morality and democracy?</p>	<ul style="list-style-type: none"> <li>▪ Imperialism</li> <li>▪ Big Stick Diplomacy</li> <li>▪ Dollar Diplomacy</li> <li>▪ Moral Diplomacy</li> <li>▪ The Spanish American War</li> <li>▪ Monroe Doctrine</li> <li>▪ Lusitania</li> <li>▪ Unrestricted Submarine Warfare</li> <li>▪ Espionage Act</li> <li>▪ Sedition Amendment</li> <li>▪ Technological Advancements</li> <li>▪ War effort and effect on workforce</li> <li>▪ Public opinion regarding the war</li> <li>▪ League of Nations</li> <li>▪ Treaty of Versailles</li> <li>▪ Woodrow Wilson</li> <li>▪ Isolationism</li> </ul>	<p>Judge America’s actions at the turn of the 20<sup>th</sup> century to determine if the US upheld ideals of morality and democracy.</p> <p><b>Skills:</b> See Appendix B</p> <p><b>Differentiation for Diverse Learners/ Accommodations Special Ed/504:</b> Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p><b>Multilingual Learners:</b> Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p><b>At Risk Students:</b> Provide copies of presentations and notes Extended time on assignments</p>	<p>6.1.12.CivicsDP.7.a 6.1.12.EconNM.7.a 6.1.12.HistoryCC.7.a 6.1.12.HistoryCA.7.a 6.1.12.HistoryCA.7.b 6.1.12.HistoryCA.7.c 6.1.12.HistoryUP.7.a</p> <p>CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2: 9.4.12.TL.1:</p> <p>ELA RH.11-12.8, RH.11-12.9, WHST.11-12.4</p> <p>Interdisciplinary: Language Arts: Write a 5-paragraph informative essay regarding the reasons for America’s entry into World War I. Math: Analyze the economic impact of World War I.</p> <p>ELA NJSLSA.R8 NJSLSA.W8</p> <p>Mathematics MP.3 MA.S-ID.A.2</p> <p>Art VA.K-2.1.5.2.R</p>	<p>Unit Test S</p> <p>Essay or Authentic Assessment S</p> <p><i>Suggestion: Letter from the Trenches</i> F</p> <p>Quizzes F</p> <p>HW assignments F</p> <p>Class Activities F</p> <p>Primary Source Analysis F</p> <p>Political Cartoon Analysis F</p> <p>DBQ S</p>	<p>African American recruiting posters for WWI from Gilder Lehrman Institute</p> <p><a href="#">Teaching Black History Year-Round Requires Rigorous Sight</a> (Edutopia)</p> <p>The Harlem Hellraisers PBS resources Harlem Hellfighters - Homecoming Parade</p> <p>Map of Europe, 1914-1918</p> <p>Trench Poems</p> <p>Political Cartoons – League of Nations</p> <p>Graphic Organizer: The Spanish American War</p> <p>Wilson’s Fourteen Points</p> <p>Digital History – WWI: Primary Sources</p> <p>Woodrow Wilson Library</p> <p>The Century: Shell Shock (DVD)</p> <p><a href="#">Ghadar Party</a> (anti-British colonization group of Indian immigrants) founded in San Francisco, 1913 - trial in San Francisco during WWI (collusion with German - charge: violation of U.S.</p>

		<p><b>Gifted and Talented:</b> Vary level of reading and primary source documents</p>	<p>Technology and 21st Century Themes &amp; Skills 9.4.12.CT.2 9.4.12.IML.8</p> <p>Computer Science 8.1.12.IC.3 8.1.12.DA.5</p>		<p>neutrality)</p> <p><a href="#">Letter from WEB Dubois to Woodrow Wilson about race in America</a></p> <p><a href="#">Images of Black WWI soldiers</a></p> <p><a href="#">Issues in Social Studies: Unity and Diversity (Annenberg Learner)</a></p>
<p><b>Content/Topic: Unit 3 The Roaring Twenties</b></p> <p><b>Time: 10 classes</b></p> <p><b>Content Statement:</b> The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.</p> <p><b>Essential Questions:</b> How does the decade of the 1920’s represent a stark clash between the traditional American ideals of the past and the emerging value system of modern America?  To what extent did the results of World War I have an impact on the social, economic and political landscape of the United States during the 1920’s?  What is civic financial responsibility? Why is this term relevant to a study of the Boom to Bust period of 1920’s.</p>	<p><b>Key Learning Items/Concepts:</b></p> <ul style="list-style-type: none"> <li>▪ Red Scare</li> <li>▪ Palmer Raids</li> <li>▪ Sacco and Vanzetti</li> <li>▪ Isolationism</li> <li>▪ Warren G. Harding</li> <li>▪ Teapot Dome Scandal</li> <li>▪ Immigration Act of 1924</li> <li>▪ Prohibition</li> <li>▪ Scopes Trial</li> <li>▪ Henry Ford</li> <li>▪ Consumer Economy</li> <li>▪ Model T</li> <li>▪ Jazz Age</li> <li>▪ The New Woman</li> <li>▪ Speculation</li> <li>▪ Harlem Renaissance</li> <li>▪ Great Migration</li> <li>▪ Anti-Lynching Movement</li> </ul>	<p><b>Observable Proficiencies &amp; Skills:</b></p> <p>Examine the conflict that arose between Americans ready to adopt new manners and ways versus those who tried to resist the forces of change</p> <p>Examine the extension of credit and debt management during the 1920’s.</p> <p>Evaluate the United States during the 1920’s with regard to its social, economic and political successes and failures.</p> <p><b>Skills:</b> See Appendix B</p> <p><b>Differentiation for Diverse Learners/ Accommodations Special Ed/504:</b> Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents.</p>	<p><b>NJSLS</b> Social Studies</p> <p><b>6.1.12.CivicsHR.8.a</b> <b>6.1.12.GeoHE.8.a</b> <b>6.1.12.EconET.8.a</b> <b>6.1.12.EconNM.8.a</b> <b>6.1.12.HistoryCC.8.a</b> <b>6.1.12.History CC.8.b</b> <b>6.1.12.HistoryCC.8.c</b> <b>6.1.12.HistorySE.14.a</b></p> <p>CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2: 9.4.12.TL.1:</p> <p>ELA RH.11-12.1, RH.11-12.2, RH.11-12.3 , RH.11-12.6, RH.11-12.8</p> <p>WHST.11-12.2 a-e, WHST.11-12.9</p> <p>Interdisciplinary: Language Arts: Write a one-paragraph response regarding America’s attempt at isolationism in the 1920s.</p>	<p><b>Benchmark Performance &amp; Assessments:</b></p> <p>Unit test S</p> <p>Unit quizzes F</p> <p>Homework Assignments F</p> <p>Class Activities F</p> <p>Essay or Authentic Assessment S</p>	<p><b>Suggested Materials:</b></p> <p>Venn Diagram – Rural Life vs. Urban Life</p> <p>Political Cartoons – Scopes Trial and Sacco and Vanzetti</p> <p>Chart – Prohibition, Causes and Effects</p> <p>Digital History – Controversies of the 1920s</p> <p>Mitchell Palmer – “A Case Against the Reds” (History Matters)</p> <p>Scottsboro Boys PBS materials</p> <p><a href="#">Langston Hughes poetry</a></p> <p><a href="#">The Great Migration by Jacob Lawrence</a></p> <p>Native American Citizenship Act 1924</p> <p><i>The Heartbeat of Wounded Knee: Native America from</i></p>

		<p>Provide students with essential vocabulary                  Re-teaching and review                  Graphic organizers                  Scaffolding of assignments                  Guided questions and note taking                  Provide an Outline for writing assessments  <b>Multilingual Learners:</b>                  Use simplified text and summaries of content.                  Use art visuals for students to respond to instead of text.                  Provide copies of notes  <b>At Risk Students:</b>                  Provide copies of presentations and notes                  Extended time on assignments  <b>Gifted and Talented:</b>  <b>Gifted and Talented:</b>                  Vary level of reading and primary source documents</p>	<p>ELA                  NJSLSA.R8                  NJSLSA.W8                   Mathematics                  MP.3                  MA.S-ID.A.2                   Art                  VA.K-2.1.5.2.R                   Technology and 21st Century Themes &amp; Skills                  9.4.12.CT.2                  9.4.12.IML.8                   Computer Science                  8.1.12.IC.3                  8.1.12.DA.5</p>	<p><i>1890 to the Present</i> by David Truer   <u><a href="#">Immigration Quota Acts 1924, 1927</a></u>  <u><a href="#">Powerpoint on Immigration Quota Law History of Immigration with answers</a></u>   <u><a href="#">Takao Ozawa &amp; Bhagat Singh Thind v. US - Defining Race</a></u>  <u><a href="#">Tape v. Hurley, Lum v. Rice - School Segregation</a></u>  <u><a href="#">Lum v. Rice (1927) - Segregation of school applied to Asian Americans as well as Black Americans</a></u>   <u><a href="#">Expatriation Act 1907 and Anti-Miscegenation Laws</a></u>  <u><a href="#">Ibrahim Chowdry and Harlem Bengalis</a></u>  <u><a href="#">Novel Bengali Harlem</a></u>   <u><a href="#">Hollywood: Anna May Wong, Sessue Hayakawa, Yellowface, Fu Manchu</a></u>   <u><a href="#">The Asian-American Education Project</a></u>   <u><a href="#">The Pansy Craze</a></u>   <u><a href="#">Henry Gerber and the Society for Human Rights.</a></u>   <u><a href="#">Issues in Social Studies: Unity and Diversity (Annenberg Learner)</a></u></p>
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<p><b>Content/Topic: Unit 4 The Great Depression</b></p> <p><b>Time: 10 classes</b></p> <p><b>Content Statement:</b> The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.</p> <p><b>Essential Question:</b> What were the many long-term and immediate causes of the stock market crash and the Great Depression?</p>	<p><b>Key Learning Items/Concepts:</b></p> <ul style="list-style-type: none"> <li>▪ Stock Market Crash of 1929</li> <li>▪ Great Depression</li> <li>▪ Gross Domestic Product</li> <li>▪ Hoovervilles</li> <li>▪ Black Tuesday</li> <li>▪ Bull Market</li> <li>▪ Bear Market</li> <li>▪ Buying on Margin</li> <li>▪ Bread Lines</li> <li>▪ Effect on Minority groups</li> <li>▪ Dust Bowl</li> <li>▪ Keynesian Economics</li> <li>▪ Demagogue</li> </ul>	<p><b>Observable Proficiencies &amp; Skills:</b></p> <p>Analyze the long-term and immediate causes behind the stock market crash and the Great Depression</p> <p>Assess the application of knowledge and ethical values when making consumer financial decisions</p> <p>Evaluate FDR and the New Deal (To what extent were they a success or failure?)</p> <p>Evaluate the impact of the New Deal and changes in ideas about the role of government.</p> <p><b>Skills:</b> See Appendix B</p> <p><b>Differentiation for Diverse Learners/ Accommodations</b></p>	<p><b>NJSLS Social Studies</b>  <a href="#">6.1.12.GeoHE.9.a</a>  <a href="#">6.1.12.EconNE.9.a</a>  <a href="#">6.1.12.EconNE.9.b</a>  <a href="#">6.1.12.EconNE.9.c</a>  <a href="#">6.1.12.EconNE.9.d</a>  <a href="#">6.1.12.A.9.a</a>  <a href="#">6.1.12.HistoryCA.9.a</a>  <a href="#">6.1.12.HistoryUP.9.a</a>  <a href="#">6.1.12.HistorySE.14.a</a></p> <p>CR,LL,KS:  <a href="#">9.4.12.CT.2</a>  <a href="#">9.4.12.IML.2:</a>  <a href="#">9.4.12.TL.1:</a></p> <p>ELA  <a href="#">RH.11-12.1</a>, <a href="#">RH.11-12.3</a>, <a href="#">RH.11-12.6</a>,  <a href="#">WHST.11-12.2 a-e</a></p> <p><a href="#">WHST.11-12.8</a>,  <a href="#">WHST.11-12.9</a></p> <p>Interdisciplinary:</p>	<p><b>Benchmark Performance &amp; Assessments:</b></p> <p>Unit Test S</p> <p>Essay or Authentic Assessment S</p> <p>Quizzes F</p> <p>HW assignments F</p> <p>Class Activities F</p> <p>Political Cartoon Analysis F</p> <p>Image Analysis F</p>	<p><b>Suggested Materials:</b></p> <p><i>Photographs of the Depression</i></p> <p>The Century: Stormy Weather (DVD)</p> <p>Diagram on the causes and effects of the stock market crash</p> <p>1929: The Crash (DVD)</p> <p>Cinderella Man</p> <p><a href="#">FDR and his disability</a></p> <p>United Streaming: Effects of the Depression on Minority Groups</p> <p>Proquest Historical Newspapers</p> <p><a href="#">Primary Sources about Dust Bowl Migrants</a></p> <p><a href="#">I'd Rather Not be on Relief</a></p>

		<p><b>Special Ed/504:</b>                  Provide copies of notes and presentation                  Provide excerpts of primary source documents instead of full documents.                  Provide students with essential vocabulary                  Re-teaching and review                  Graphic organizers                  Scaffolding of assignments                  Guided questions and note taking                  Provide an Outline for writing assessments  <b>Multilingual Learners:</b>                  Use simplified text and summaries of content.                  Use art visuals for students to respond to instead of text.                  Provide copies of notes  <b>At Risk Students:</b>                  Provide copies of presentations and notes                  Extended time on assignments  <b>Gifted and Talented:</b>                  Vary level of reading and primary source documents</p>	<p>Language Arts: Write a 2-3 page essay regarding the causes of the Great Depression.                  Math: Analyze the economic impact of the stock market crash and the ensuing Great Depression.</p> <p>ELA                  NJSLSA.R8                  NJSLSA.W8</p> <p>Mathematics                  MP.3                  MA.S-ID.A.2</p> <p>Art                  VA.K-2.1.5.2.R</p> <p>Technology and 21st Century Themes &amp; Skills                  9.4.12.CT.2                  9.4.12.IML.8</p> <p>Computer Science                  8.1.12.IC.3                  8.1.12.DA.5</p>	<p>Primary Source Analysis F                  DBQ S</p>	<p>- Reflects Dust Bowl migrant experience.</p> <p><a href="#">The Great Depression Interviews</a> - Interviews gathered as part of The Great Depression, videos and transcriptions available</p> <p><a href="#">Issues in Social Studies: Unity and Diversity (Annenberg Learner)</a></p>
<p><b>Content/Topic: Unit 5                  The New Deal</b></p> <p><b>Time: 10 classes</b></p> <p><b>Content Statement:</b>                  Aimed at the recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy.</p>	<p><b>Key Learning Items/Concepts:</b></p> <ul style="list-style-type: none"> <li>▪ FDR</li> <li>▪ Hoover</li> <li>▪ Rugged Individualism</li> <li>▪ New Deal Policies</li> <li>▪ The Election of 1932</li> <li>▪ Keynesian Economics</li> <li>▪ Court Packing</li> <li>▪ Conservation Programs</li> </ul>	<p><b>Observable Proficiencies &amp; Skills:</b></p> <p><b>Skills:</b>                  See Appendix B</p> <p><b>Differentiation for Diverse Learners/                  Accommodations                  Special Ed/504:</b></p>	<p><b>NJSLS Social Studies</b>                  6.1.12.CivicsPR.10.a                  6.1.12.CivicsPR.10.b                  6.1.12.GeoHE.10.a                  6.1.12.EconEM.10.a                  6.1.12.EconoNM.10.a                  6.1.12.EconoNM.10.b                  6.1.12.HistoryCA.9.a                  6.1.12.HistoryCA.10.a                  6.1.12.HistoryCA.10.b</p>	<p><b>Benchmark Performance &amp; Assessments:</b></p> <p>Unit Test S                  Essay or Authentic Assessment S</p>	<p><b>Suggested Materials:</b></p> <p>New Deal Graphic Organizer</p> <p>1932 Campaign Cartoons and music</p> <p>Perspectives on the New Deal</p>

<p><b>Essential Question:</b> What were the many long-term and immediate causes of the stock market crash and the Great Depression?</p>	<ul style="list-style-type: none"> <li>▪ Eleanor Roosevelt</li> <li>▪ Frances Perkins</li> <li>▪ FDIC</li> <li>▪ Social Security</li> <li>▪ NLRB</li> <li>▪ 1<sup>st</sup> 100 Days</li> </ul>	<p>Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments <b>Multilingual Learners:</b> Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes <b>At Risk Students:</b> Provide copies of presentations and notes Extended time on assignments <b>Gifted and Talented:</b> Vary level of reading and primary source documents</p>	<p>6.1.12.HistoryCA.10.c <a href="#">6.1.12.HistoryUP.9.a</a> <a href="#">6.1.12.HistoryUP.9.a</a> <a href="#">6.1.12.HistorySE.14.a</a>  CR,LL,KS:  9.4.12.CT.2 9.4.12.IML.2: 9.4.12.TL.1:  ELA RH.11-12.1, RH.11-12.3, RH.11-12.6, WHST.11-12.2 a-e  WHST.11-12.8, WHST.11-12.9  Interdisciplinary: Language Arts: Write a 2-3 page essay regarding the causes of the Great Depression. Math: Analyze the economic impact of the stock market crash and the ensuing Great Depression.  ELA NJLSA.R8 NJLSA.W8  Mathematics MP.3 MA.S-ID.A.2  Art VA.K-2.1.5.2.R  Technology and 21st Century Themes &amp; Skills</p>	<p>Quizzes F  HW assignments F  Class Activities F  Political Cartoon Analysis F  Image Analysis F  Primary Source Analysis F  DBQ S</p>	<p>New Deal Political Cartoons  Fireside Chats  FDR Presidential Website  Hoover Primary Source  Court Packing Political Cartoon  Redlining map  <a href="#">Images of Native Americans and the New Deal</a>  <a href="#">Studs Terkel <i>Hard Times</i></a> (oral histories)  <b><a href="#">How did redlining impact Asian communities.</a></b> <i>Use this resource to explore the impact, legacy, and application of redlining in Asian ethnic enclaves.</i>  <b><a href="#">Asian Americans and the New Deal</a></b> <i>Understanding the immigration implication of the Tydings Mcduffie Act granting the Philippines independence with the tradeoff of ending the longstanding open door to Filipino immigrants:</i>  Excerpts from, <i>The Heartbeat of Wounded Knee</i>, by David Treuer</p>
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<p><b>Content/Topic: Unit 6 World War II</b></p> <p><b>Time: 15 classes</b></p> <p><b>Content Statements:</b> The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan</p> <p>US entry dramatically changed the lives of Americans and values on the home front.</p> <p><b>Essential Questions:</b> How did the results of World War I and the effects of the Great Depression create an atmosphere of war throughout the world?</p> <p>Why is World War II considered the defining event in the history of the United States and arguably the world?</p> <p>What effect did World War II have on the American home front?</p> <p>How did the US react to the Holocaust?</p>	<p><b>Key Learning Items/Concepts:</b></p> <ul style="list-style-type: none"> <li>▪ Totalitarianism/Fascism</li> <li>▪ Appeasement</li> <li>▪ Isolationism/Neutrality</li> <li>▪ Allies and Axis</li> <li>▪ Pearl Harbor</li> <li>▪ Mobilization</li> <li>▪ Atlantic Charter</li> <li>▪ D-Day</li> <li>▪ The Holocaust</li> <li>▪ War in Pacific</li> <li>▪ Manhattan Project</li> <li>▪ Impact on Minorities and Women</li> <li>▪ Japanese Internment</li> <li>▪ Code-Talkers</li> <li>▪ Seabrook Farms</li> <li>▪ Battleship New Jersey</li> <li>▪ Albert Einstein</li> <li>▪ United Nations</li> <li>▪ Berlin Conference</li> <li>▪ Harry Truman</li> <li>▪ Rosie the Riveter</li> </ul>	<p><b>Observable Proficiencies &amp; Skills:</b></p> <p>Discuss the complex cause and effect relationship between the results of World War I and the effects of the Great Depression that lead to the outbreak of World War II.</p> <p>Determine the most significant results of World War II and why.</p> <p>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><b>Skills:</b> See Appendix B</p>	<p><b>NJSLS Social Studies</b></p> <p>6.1.12.CivicsDP.11.a 6.1.12.CivicsHR.11.a 6.1.12.CivicsHR.11.b 6.1.12.EconET.11.a 6.1.12.EconNM.11.a 6.1.12.HistoryCA.9.a 6.1.12.HistoryCC.11.a 6.1.12.HistoryCA.11.a 6.1.12.HistoryCA.11.b 6.1.12.History CC.11.b 6.1.12.HistoryCC.11.c 6.1.12.HistoryCC.11.d 6.1.12.HistoryUP.9.a 6.1.12.HistoryUP.11.a</p> <p>CR,LL,KS:</p> <p>9.4.12.CT.2 9.4.12.IML.2: 9.4.12.TL.1:</p> <p>ELA RH.11-12.3, RH.11-12.6, RH.11-12.7, RH.11-12.8,</p> <p>WHST.11-12.1 a-e, WHST.11-12.4,WHST.11-12.7, WHST.11-12.9</p>	<p><b>Benchmark Performance &amp; Assessments:</b></p> <p>Unit Test S</p> <p>Essay or Authentic Assessment S</p> <p>Quizzes F</p> <p>HW assignments F</p> <p>Class Activities F</p> <p>Political Cartoon Analysis F</p> <p>Image Analysis F</p> <p>Primary Source Analysis F</p> <p>DBQ S</p>	<p><b>Suggested Materials:</b></p> <p>Maps of Europe and the Pacific</p> <p>Hitler’s speech in response to Treaty of Versailles</p> <p>Excerpt from Roosevelt’s Quarantine Speech</p> <p>Dr. Seuss political cartoons</p> <p>Pearl Harbor eyewitness accounts</p> <p>Propaganda posters</p> <p>The Century: Over the Edge (DVD)</p> <p>The Century: Civilians at War (DVD)</p> <p>Hiroshima: Why the Bomb was Dropped (DVD)</p> <p>Band of Brothers (HBO Series)</p> <p>The Pacific (HBO Series)</p> <p>Letter from Einstein</p>

			<p>Interdisciplinary: Language Arts: Write a one-paragraph response regarding the US response regarding human rights.</p> <p>Math: Analyze the economic impact of World War II.</p> <p>ELA NJLSA.R8 NJLSA.W8</p> <p>Mathematics MP.3 MA.S-ID.A.2</p> <p>Art VA.K-2.1.5.2.R</p> <p>Technology and 21st Century Themes &amp; Skills 9.4.12.CT.2 9.4.12.IML.8</p> <p>Computer Science 8.1.12.IC.3 8.1.12.DA.5</p>	<p><a href="#"><u>Interview with a Bracero laborer</u></a></p> <p><a href="#"><u>Bracero Oral History Project</u></a></p> <p><a href="#"><u>Slave narratives from the WPA</u></a></p> <p><a href="#"><u><b>Tydings-Mcduffie Act and Philippine Independence</b></u></a> <a href="#"><u>Excluding farm workers from the Wagner Act directly impacting West Coast Asian farm workers</u></a></p> <p><a href="#"><u>Asians in the Armed Forces Video PBS</u></a></p> <p><a href="#"><u>The forgotten Indian soldiers of Dunkirk</u></a></p> <p><a href="#"><u>Japanese Internment Camps Internment Camps Video</u></a></p> <p><a href="#"><u>FDR Library resources on Internment</u></a></p> <p><a href="#"><u>Korematsu vs. USA</u></a></p> <p><a href="#"><u>Philippine Independence History</u></a></p> <p><a href="#"><u>Race and War in the Pacific</u></a></p> <p><i>Utilizing the graphic novel to teach about</i></p>
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				<p><i>Japanese Internment Camps:</i>  <a href="#"><u><i>They Called Us Enemy</i></u></a> Graphic Novel by George Takei (<a href="#"><u>Japanese Internment</u></a>)</p> <p><a href="#"><u>Interviews with Tuskegee Airmen</u></a></p> <p><a href="#"><u>George Takei TED TALK</u></a> <i>Why I love a country that once betrayed me</i>  <i>AAPI had major contributions to WWII. Use this document to help navigate some of those topics.</i></p> <p><a href="#"><u><b>AAPI in WWII Filipino American Veterans Day Article History.com</b></u></a></p> <p><a href="#"><u>The Asian-American Education Project</u></a></p> <p><a href="#"><u>Issues in Social Studies: Unity and Diversity (Annenberg Learner)</u></a></p> <p><a href="#"><u>Toward Responsibility: Social Studies Education that Respects and Affirms Indigenous Peoples and Nations (National Council for the Social Studies)</u></a></p> <p><a href="#"><u>Gay soldiers in WWII</u></a></p> <p><a href="#"><u>WWII Soldiers and disabilities</u></a></p>
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					<p><a href="#">How disabled veterans inspired a nation podcast</a></p> <p><a href="#">Paralyzed veterans invented wheelchair basketball</a></p> <p><a href="#">Video on being a gay soldier during WWII</a></p>
<p><b>Content/Topic: Unit 7 The Post War Period and The Cold War</b></p> <p><b>Time: 10 classes</b></p> <p><b>Content Statement:</b> Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.</p> <p><b>Essential Question:</b> Why and how did the United States and the Soviet Union engage in a “Cold War” after World War 2?</p>	<p><b>Key Learning Items/Concepts:</b></p> <ul style="list-style-type: none"> <li>▪ Cold War</li> <li>▪ Containment</li> <li>▪ Marshall Plan</li> <li>▪ McCarthyism</li> <li>▪ Korean War</li> <li>▪ Arms Race</li> <li>▪ Baby Boom</li> <li>▪ GI Bill of Rights</li> <li>▪ Nato</li> <li>▪ Israel (Arab- Israeli Conflict)</li> <li>▪ Space Race</li> <li>▪ Conservative Era</li> <li>▪ Cuban Missile Crisis</li> <li>▪ Khrushchev</li> <li>▪ Eisenhower</li> <li>▪ Sputnik</li> <li>▪ Suburbs</li> <li>▪ Levittown</li> </ul>	<p><b>Observable Proficiencies &amp; Skills:</b></p> <p>Evaluate perspectives on the Cold War and the use of nuclear weapons</p> <p>Considering the domestic and social aspects of the 1950’s; Debate: How accurate is the image of the 1950s as a period of conservatism and conformity?</p> <p>Trace the origin of the Civil Rights Movement up to the 1950s and its development (strategies, goals, and progress) during the 1950s.</p> <p><b>Skills:</b> See Appendix B</p> <p><b>Differentiation for Diverse Learners/ Accommodations Special Ed/504:</b> Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents.</p>	<p><b>NJSLS Social Studies</b> 6.1.12.HistoryCC.12.a 6.1.12.HistoryCC.12.a 6.1.12.HistoryCC.12.b 6.1.12.HistoryCC.12.c 6.1.12.HistoryCC.12.d: 6.1.12.HistoryCC.12.e 6.1.12.HistoryCC.12.e 6.1.12.EconNE.12.a</p> <p>6.1.12.EconEM.12.a 6.1.12.HistorySE.12.a 6.1.12.HistorySE.12.b 6.1.12.HistorySE.14.a</p> <p><b>CR,LL,KS:</b> 9.4.12.CT.2 9.4.12.IML.2 9.4.12.TL.1</p> <p><b>ELA</b> RH.11-12.6, RH.11-12.7, RH.11-12.9, WHST.11-12.1 a-e, WHST.11-12.7, WHST.11-12.8, WHST.11-12.9</p> <p>Interdisciplinary: Language Arts: Write an explanatory text that compares American</p>	<p><b>Benchmark Performance &amp; Assessments:</b></p> <p>Unit Test S</p> <p>Essay or Authentic Assessment S</p> <p>Quizzes F</p> <p>HW assignments F</p> <p>Class Activities F</p> <p>Political Cartoon Analysis F</p> <p>Image Analysis F</p> <p>Primary Source Analysis F</p> <p>DBQ S</p>	<p><b>Suggested Materials:</b></p> <p>“The Butter Battle Book” by Dr. Seuss</p> <p>Map of Cold War divisions</p> <p>Truman Doctrine</p> <p>McCarthy political cartoons</p> <p>Kennedy Speech on Cuban Missile Crisis</p> <p>Proquest Historical Newspaper</p> <p><a href="#">Multiple Perspectives of the Korean War - Korean War Legacy Foundation (AAPI)</a></p> <p><a href="#">Statement by Syngman Rhee on proposed armistice</a></p> <p><a href="#">Luce-Cellar Act (1946) - allows naturalization of Filipinos and Indians (as both are independent from Great Britain)</a></p> <p><a href="#">Timeline of citizenship and naturalization</a></p> <p><a href="#">Japanese American “Model Minority” article (NYTimes, 1966)</a></p>

		<p>Provide students with essential vocabulary                  Re-teaching and review                  Graphic organizers                  Scaffolding of assignments                  Guided questions and note taking                  Provide an Outline for writing assessments  <b>Multilingual Learners:</b>                  Use simplified text and summaries of content.                  Use art visuals for students to respond to instead of text.                  Provide copies of notes  <b>At Risk Students:</b>                  Provide copies of presentations and notes                  Extended time on assignments  <b>Gifted and Talented:</b>  <b>Gifted and Talented:</b>                  Vary level of reading and primary source documents</p>	<p>public support of the government and military during the Vietnam War with previous conflicts such as WWII or modern day conflicts                  Math: Analyze the budget before and after the passage of NSC-68.                   ELA                  NJLSA.R8                  NJLSA.W8                   Mathematics                  MP.3                  MA.S-ID.A.2                   Art                  VA.K-2.1.5.2.R                   Technology and 21st Century Themes &amp; Skills                  9.4.12.CT.2                  9.4.12.IML.8                   Computer Science                  8.1.12.IC.3                  8.1.12.DA.5</p>	<p><a href="#">McCarthyism and Profiling</a>   <a href="#">Washington Post and the Model Minority</a>   <a href="#">Issues in Social Studies: Unity and Diversity (Annenberg Learner)</a>   <a href="#">James Baldwin on racism</a>   <a href="#">Harry Hay and the founding of the Mattachine Society</a>   <a href="#">Executive order 10450</a>   <a href="#">Contextualizing LGBT+ History within the Social Studies Curriculum (National Council for the Social Studies)</a>   <a href="#">Incorporating LGBTQIA+ Content in History Lessons (Edutopia)</a>   <a href="#">Queer America Podcast (Learning for Justice)</a></p>
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<p><b>Content/Topic: Unit 8 The Civil Rights Movement</b></p> <p><b>Time: 10 Classes</b></p> <p><b>Content Statement:</b> The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.</p> <p><b>Essential Questions:</b> What is the legacy of the Civil Rights Movement?  To what extent did the Civil Rights Movement achieve its goals both civil rights and socioeconomic goals?</p>	<p><b>Key Learning Items/Concepts:</b></p> <ul style="list-style-type: none"> <li>▪ Sit-ins</li> <li>▪ Freedom Rides</li> <li>▪ Letter from Birmingham Jail</li> <li>▪ Birmingham</li> <li>▪ March on Washington, D.C.</li> <li>▪ Civil Rights Act of 1964</li> <li>▪ Voting Rights Act of 1965</li> <li>▪ 24<sup>th</sup> Amendment</li> <li>▪ Black Nationalism</li> <li>▪ Brown v. Board</li> <li>▪ Montgomery Bus Boycott</li> <li>▪ Little Rock Nine</li> <li>▪ Dr. Martin Luther King Jr.</li> <li>▪ SCLC</li> <li>▪ SNCC</li> <li>▪ CORE</li> <li>▪ Malcolm X</li> <li>▪ Affirmative Action</li> <li>▪ JFK</li> <li>▪ LBJ</li> <li>▪ New Jersey Court Decisions</li> <li>▪ Title VII</li> <li>▪ Title IX</li> </ul>	<p><b>Observable Proficiencies &amp; Skills:</b></p> <p>Assess the legacy of the Civil Rights Movement by investigating the causes, methodology, and effects of the movement</p> <p><b>Skills:</b> See Appendix B</p> <p><b>Differentiation for Diverse Learners/ Accommodations Special Ed/504:</b> Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p><b>Multilingual Learners:</b> Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p><b>At Risk Students:</b> Provide copies of presentations and notes Extended time on assignments</p>	<p><b>NJSLS Social Studies</b></p> <p>6.1.12.CivicsPI.13.a 6.1.12.CivicsDP.13.a 6.1.12.CivicsDP.13.a 6.1.12.GeoPP.13.a 6.1.12.GeoPP.13.b 6.1.12.GeoHE.13.a 6.1.12.EconNE.13.a 6.1.12.EconEM.13.a 6.1.12.EconEM.13.a 6.1.12.EconNE.13.c 6.3.12.HistoryCA.1 6.3.12.HistoryCA.2 6.1.12.HistoryCC.13.a 6.1.12.HistoryCC.13.b 6.1.12.HistoryCC.13.c 6.1.12.HistoryCC.13.d 6.1.12.HistoryCC.13.d 6.1.12.HistoryUP.13.a 6.1.12.HistorySE.13.a</p> <p>CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2: 9.4.12.TL.1: 9.4.12.TL.1:</p> <p>ELA RH.11-12.3, RH.11-12.7, RH.11-12.9, WHST.11-12.4, WHST.11-</p> <p>12.6, WHST.11-12.7, WHST.11-12.9</p> <p>Interdisciplinary: Language Arts: Write a narrative account that summarizes key social legislation enacted to end</p>	<p><b>Benchmark Performance &amp; Assessments:</b></p> <p>Unit test S</p> <p>Unit quizzes F</p> <p>Homework Assignments F</p> <p>Class Activities F</p> <p>Essay or Authentic Assessment S</p>	<p><b>Suggested Materials:</b></p> <p>“I Have a Dream” speech</p> <p>Documents comparing/contrasting MLK and Malcolm X</p> <p><a href="#">Letter from Birmingham Jail</a></p> <p>“Eyes on the Prize” DVD Proquest Historical Newspapers</p> <p><a href="#">Boycotts were used as an economic measure to combat labor injustice by the Mexican and Filipino farm workers concurrent with the African American Civil Rights Movement. A case study of the Delano Farm Workers Strike coled by Larry Itliong and Cesar Chavez helps to demonstrate the labor and civil rights movement of the Filipino people.</a></p> <p><a href="#">AWOC PBS Video</a></p> <p><a href="#">Delano Farm Workers Strike - Larry Itliong, PBS Video</a></p> <p><a href="#">Philip Veracruz</a></p> <p><a href="#">Two graphs that show post 1965 Asian immigration to the U.S.</a></p> <p><a href="#">The Asian-American Education Project</a></p>
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		<p><b>Gifted and Talented:</b>  <b>Gifted and Talented:</b>                  Vary level of reading and primary source documents</p>	<p>poverty (e.g., Economic Opportunity Act of 1964, Medicare and Medicaid, Elementary and Secondary Education Act, Head Start)                  Math: Analyze the economic effects of the Economic Opportunity Act of 1964</p> <p>ELA                  NJLSA.R8                  NJLSA.W8</p> <p>Mathematics                  MP.3                  MA.S-ID.A.2</p> <p>Art                  VA.K-2.1.5.2.R</p> <p>Technology and 21st Century Themes &amp; Skills                  9.4.12.CT.2                  9.4.12.IML.8</p> <p>Computer Science                  8.1.12.IC.3                  8.1.12.DA.5</p>		<p><u>Issues in Social Studies:</u>                  Unity and Diversity                  (Annenberg Learner)</p>
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<p><b>Content/Topic: Unit 9</b>  <b>The 1960's and 1970's- Vietnam and the Era of Activism</b></p> <p><b>Time: 10 classes</b></p> <p><b>Content Statements:</b>                      Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.</p> <p>The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.</p> <p><b>Essential Questions:</b>                      Did the goals of American Foreign Policy (Vietnam, specifically) justify the costs or seek to improve social justice throughout the world?</p> <p>What social movements rose to prominence during this time period and what impact did each have on the United States?</p>	<p><b>Key Learning Items/Concepts:</b></p> <ul style="list-style-type: none"> <li>▪ JFK's and LBJ's Foreign Policy</li> <li>▪ Domino Theory</li> <li>▪ Vietnam</li> <li>▪ Gulf of Tonkin Resolution</li> <li>▪ Tet Offensive</li> <li>▪ Protest Movements</li> <li>▪ Election of 1968</li> <li>▪ Vietnamization</li> <li>▪ Great Society</li> <li>▪ Warren Court</li> <li>▪ Women's Movement</li> <li>▪ Roe v. Wade</li> <li>▪ Ethnic Minorities</li> <li>▪ Counterculture</li> <li>▪ Social Movements</li> <li>▪ Protest Music</li> <li>▪ American Indian Movement</li> <li>▪ Immigration and National Act Repealed</li> <li>▪ Black Panthers</li> <li>▪ Kent State Riots</li> </ul>	<p><b>Observable Proficiencies &amp; Skills:</b></p> <p><b>Skills:</b>                      See Appendix B</p>	<p><b>NJSLS</b>                      Social Studies                      6.1.12.CivicsPI.14.a                      6.1.12.CivicsPI.14.b                      6.1.12.CivicsPI.14.c                      6.1.12.CivicsPI.14.d                      6.1.12.CivicsCM.14.b                      6.1.12.CivicsPD.14.a                      6.1.12.CivicsDP.14.a                      6.1.12.HistoryCA.9.a                      6.1.12.HistoryCC.13.c                      6.1.12.HistoryCC.13.d                      6.1.12.HistoryUP.9.a                      6.1.12.HistoryUP.13.a                      6.1.12.HistorySE.13.a                      6.1.12.HistorySE.14.a</p> <p>CR,LL,KS:                      9.4.12.CT.2                      9.4.12.IML.2:                      9.4.12.TL.1:                      9.4.12.TL.1:</p> <p>ELA                      RH.11-12.3, RH.11-12.7, RH.11-12.9,                      WHST.11-12.4,                      WHST.11-</p> <p>12.6, WHST.11-12.7,                      WHST.11-12.9</p> <p>Interdisciplinary:                      Language Arts: Write an argumentative essay regarding American involvement in the Middle East                      Math: Analyze the amount the U.S. provides other countries in foreign aid and how it relates to our national budget</p>	<p><b>Benchmark Performance &amp; Assessments:</b></p> <p>Unit Test S</p> <p>Essay or Authentic Assessment S</p> <p>Quizzes F</p> <p>HW assignments F</p> <p>Class Activities F</p> <p>Political Cartoon Analysis F</p> <p>Image Analysis F</p> <p>Primary Source Analysis F</p> <p>DBQ S</p>	<p><b>Suggested Materials:</b></p> <p><i>Oral History from Vietnam vet</i></p> <p><i>Gulf of Tonkin Resolution</i>  <i>Protest Music – "Ohio"</i>  <i>Vietnam timeline (1954-1975)</i></p> <p><i>Graphic organizer on social movements</i></p> <p>The Century: Unpinned (DVD)</p> <p>Excerpts from "The Things They Carried"</p> <p>Vietnam in HD</p> <p><a href="#">Luce-Cellar Act (1946) - allows naturalization of Filipinos and Indians (as both are independent from Great Britain)</a></p> <p><a href="#">Timeline of citizenship and naturalization</a></p> <p><a href="#">Vietnam War, Vietnamese Refugees, Boat</a></p> <p><a href="#">Asians fighting in the Vietnam war</a></p> <p><a href="#">People ; NEH Vietnam War Lesson Guide</a>  <a href="#">Asian Americans fighting in the Vietnam War</a></p> <p><a href="#">The Hmong and the Secret War, Refugees; video</a></p> <p><a href="#">Japanese American "Model Minority" article (NYTimes,</a></p>
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					<p>for the Social Studies)</p> <p><a href="#">Contextualizing LGBT+ History within the Social Studies Curriculum</a> (National Council for the Social Studies)</p> <p><a href="#">Incorporating LGBTQIA+ Content in History Lessons</a> (Edutopia)</p> <p><a href="#">Queer America Podcast</a> (Learning for Justice)</p> <p><a href="#">Harvey Milk “The Hope” Speech</a></p> <p><a href="#">Marsha Johnson and Sylvia Rivera</a></p>
<p><b>Content/Topic: Unit 10 Nixon and Carter to the Present</b></p> <p><b>Time: 10 Classes</b></p> <p><b>Essential Questions:</b> How were the events of this period a product of past events and what lessons do they provide for the present challenges facing America, New Jersey, and the world?</p>	<p><b>Key Learning Items/Concepts:</b></p> <ul style="list-style-type: none"> <li>▪ Energy Crisis</li> <li>▪ Moon Landing</li> <li>▪ Détente</li> <li>▪ Watergate</li> <li>▪ Ford Administration</li> <li>▪ Carter Domestic Policy</li> <li>▪ Carter Foreign Policy (Camp David)</li> <li>▪ Election of 1980</li> <li>▪ The New Conservatism</li> <li>▪ The Reagan Revolution</li> <li>▪ Reagan’s Legacy</li> <li>▪ OPEC</li> <li>▪ Panama Canal</li> <li>▪ George HW Bush’s Presidency</li> <li>▪ William Clinton’s Presidency</li> <li>▪ George W Bush’s Presidency</li> </ul>	<p>Observable Proficiencies &amp; Skills:</p> <p>Trace various events of this period to their past origins</p> <p>Speculate how the lessons learned will help America and the world today and into the future</p> <p>Assess challenges the global community currently faces and predict obstacles that will develop as the 21st Century progresses. Consider solutions to these problems.</p> <p>Develop an understanding of risk management and how it applies to problem solving.</p> <p>Skills: See Appendix B</p> <p><b>Differentiation for Diverse Learners/</b></p>	<p>NJSLS Social Studies</p> <p>6.1.12.CivicsPR.10.a 6.1.12.CivicsPR.10.b 6.1.12.HistoryCA.10.a 6.1.12.HistoryCA.10.b 6.1.12.CivicsDP.14.a 6.1.12.CivicsPI.14.a 6.1.12.CivicsPI.14.b 6.1.12.CivicsPI.14.c 6.1.12.CivicsPI.14.d 6.1.12.CivicsCM.14.b 6.1.12.CivicsPD.14.a 6.1.12.CivicsDP.14.a 6.1.12.GeoPP.14.a 6.1.12.GeoPP.14.b 6.1.12.GeoHE.14.a 6.1.12.EconNE.14.a 6.1.12.GeoNE.14.a 6.1.12.EconET.14.a 6.1.12.EconET.14.b 6.1.12.EconEM.14.a 6.1.12.HistoryCA.14.a 6.1.12.HistoryCA.14.b 6.1.12.HistoryCA.14.c</p>	<p><b>Benchmark Performance &amp; Assessments:</b></p> <p>Unit Test S</p> <p>Essay or Authentic Assessment S</p> <p>Quizzes F</p> <p>HW assignments F</p> <p>Class Activities F</p> <p>Political Cartoon Analysis F</p> <p>Image Analysis F</p>	<p><b>Suggested Materials:</b></p> <p><i>Transcripts from Watergate</i></p> <p>* <i>There are ample materials available due to the breadth and depth of the content of this unit.</i></p> <p>* <i>It is suggested that the content of this period be tied to an integrated research project on topics nested in the NJSLS.</i></p> <p><a href="#">Asian-Americans and US-Asian Relations</a></p> <p><a href="https://asiasociety.org/education/asian-americans-and-us-asia-relations">https://asiasociety.org/education/asian-americans-and-us-asia-relations</a></p> <p><a href="#">Asian View of the War on Terror</a></p> <p><a href="#">Asian perspective on global war on terror</a></p>



	<ul style="list-style-type: none"> <li>Challenges of the 21<sup>st</sup> Century</li> </ul>	<p><b>Accommodations</b></p> <p><b>Special Ed/504:</b>                  Provide copies of notes and presentation                  Provide excerpts of primary source documents instead of full documents.                  Provide students with essential vocabulary                  Re-teaching and review                  Graphic organizers                  Scaffolding of assignments                  Guided questions and note taking                  Provide an Outline for writing assessments</p> <p><b>Multilingual Learners:</b>                  Use simplified text and summaries of content.                  Use art visuals for students to respond to instead of text.                  Provide copies of notes</p> <p><b>At Risk Students:</b>                  Provide copies of presentations and notes                  Extended time on assignments</p> <p><b>Gifted and Talented:</b>                  Vary level of reading and primary source documents</p>	<p>6.1.12.HistoryCC.14.a                  6.1.12.HistorySE.14.a                  6.1.12.HistorySE.14.a                  6.1.12.HistorySE.14.b                  6.1.12.HistorySE.14.c                  6.1.12.HistoryCC.14.b                  6.1.12.HistoryCC.14.c                  6.1.12.HistoryCC.14.d                  6.1.12.HistoryCC.14.e                  6.1.12.CivicsPR.15.a                  6.1.12.CivicsHR.15.a                  6.1.12.EconNE.15.a                  6.1.12.HistoryCC.15.a                  6.1.12.HistoryCC.15.b                  6.1.12.HistoryCC.15.c                  6.1.12.HistorySE.15.a                  6.1.12.HistorySE.15.b                  6.1.12.HistorySE.15.c                  6.1.12.CivicsPD.16.a                  6.1.12.CivicsPR.16.a                  6.1.12.GeoHE16.a                  6.1.12.EconGE.16.a                  6.1.12.EconNE.16.a                  6.1.12.EconNE.16.b                  6.1.12.HistoryUP.16.a                  6.1.12.HistoryCC.16.a                  6.1.12.HistoryCC.16.b                  6.3.12.GeoGI.1                  6.3.12.CivicsHR.1                  6.3.12.CivicsPD.1                  6.3.12.EconGE.1</p> <p>CR,LL,KS:                  9.4.12.CT.2                  9.4.12.GCA.1                  9.4.12.IML.2:                  9.4.12.IML.5                  9.4.12.IML.6                  9.4.12.IML.7:                  9.4.12.TL.1:</p> <p>ELA                  RH.11-12.3, RH.11-12.6,                  RH.11-12.7, RH.11-12.9,                  WHST.11-</p>	<p>Primary Source Analysis F</p> <p>DBQ S</p>	<p><i>Explore the wave of immigration to the United States from South East Asia</i></p> <p><b><u>South East Asian Immigration to the United States</u></b></p> <p><b><u>Vincent Chin Case Video</u></b></p> <p><b><u>Who Killed Vincent Chin documentary</u></b></p> <p><i><u>Lily Chin the Courage to Speak Out</u></i></p> <p><b><u>2014 Thirty Meter Telescope Protests- Hawaii</u></b></p> <p><b><u>9/11 Islamophobia</u></b></p> <p><b><u>Stacie Park Millbern - Korean-American, LGBTQ+, Disabilities activist</u></b></p> <p>Explore the Obergefell vs. Hodges court case and gay marriage in the United States</p> <p><u>Contextualizing LGBT+ History within the Social Studies Curriculum</u> (National Council for the Social Studies)</p> <p><u>Incorporating LGBTQIA+ Content in History Lessons</u> (Edutopia)</p> <p><u>Issues in Social Studies: Unity and Diversity</u> (Annenberg Learner)</p> <p><u>Queer America Podcast</u> (Learning for Justice)</p> <p><u>ADA from their own words</u></p>
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			<p>12.2a-f, WHST.11-12.6, WHST.11-12.7, WHST.11-12.8, WHST.11-12.9</p> <p>Interdisciplinary: Language Arts: Write an argumentative essay regarding American involvement in the Middle East Math: Analyze the amount the U.S. provides other countries in foreign aid and how it relates to our national budget ELA NJLSA.R8 NJLSA.W8</p> <p>Mathematics MP.3 MA.S-ID.A.2</p> <p>Art VA.K-2.1.5.2.R</p> <p>Technology and 21st Century Themes &amp; Skills 9.4.12.CT.2 9.4.12.IML.8</p> <p>Computer Science 8.1.12.IC.3 8.1.12.DA.5</p>		
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**APPENDIX A**

**Integrated Research Unit:**

**Summary**

In order to ensure that a variety of research skills are embedded into our curriculum, we have created an Integrated Research Unit for each semester of each US History class (4 total). The content of this unit is flexible as is the product (i.e., PowerPoint presentation, video, etc.) The skills are what will remain constant in an effort to develop them throughout a student's experience as a history student at MHS.

**The required skills are as follows:**

1. **Gathering source information** – Students will be able to identify valid, reliable, and relevant sources. This includes Internet sites, reference books, non-reference books, newspaper articles, and other print sources.
2. **Citations** – Students will be able to properly cite information in a Works Cited/Bibliography as well as in-text citations when applicable.
3. **Analysis and Synthesis of Research** – Students will be able to analyze sources in a constructive way. They will be able to identify important information, relate that information to their research topic, and synthesize information to complete their product.
4. **Written expression** – Students will be able to create a written component of their research. The written component can be in the form of an essay (persuasive, informative, etc.), a formal research paper, a speech, etc. The emphasis is on the student's ability to form a comprehensive, organized, and detailed product related to their research that is entirely of their own efforts; time should be provided to discuss plagiarism and how to avoid it.
5. **Visual/Oral expression** – Students will be able to present their research using visual and public-speaking skills. Students will create a presentation for the class based on their findings. It is suggested that this component emphasize technology.
6. **Technology** – Students will be able to utilize various types of technology, such as PowerPoint, video-streaming, etc. as a part of the research process. Technology is infused throughout the unit in the form of both research methods as well as student products.
7. **Personal Financial Literacy**- Students will be able to demonstrate personal and civic financial literacy. Students will be able to apply financial knowledge and skills when making ethical consumer and financial decisions.

**APPENDIX B**

<b>SOCIAL STUDIES SKILLS TABLE</b>	
<b>Essential Question:</b> What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?	
<b>Social Studies Skill</b>	<b>9-12</b>
<b>Chronological Thinking</b>	<ul style="list-style-type: none"> <li>• Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.</li> <li>• Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.</li> </ul>
<b>Spatial Thinking</b>	<ul style="list-style-type: none"> <li>• Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.</li> <li>• Relate current events to the physical and human characteristics of places and regions.</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• Distinguish valid arguments from false arguments when interpreting current and historical events.</li> <li>• Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.</li> </ul>
<b>Presentational Skills</b>	<ul style="list-style-type: none"> <li>• Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.</li> </ul>

**BENCHMARK ASSESSMENTS: 3x Per year based on Social Studies skills using Stanford History Education Group assessments:**

*Establish historical significance*

*Use primary source evidence*

*Identify continuity and change*

*Analyze cause and consequence*

*Take historical perspectives*

*Understand the ethical dimension of historical interpretations*

Possible Curricular Modifications:

<p><b>Interdisciplinary Connections</b></p>	<p><b><u>Connections to NJSLA – English Language Arts:</u></b></p> <p><b>WHST.9-12.2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes</p> <p><b>WHST.9-12.9:</b> Draw evidence from informational texts to support analysis, reflection, and research</p> <p><b>RST.11-12.1:</b> Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p><b><u>Connections to NJSLA – Mathematics</u></b></p> <p><b>MP.4:</b> Model with mathematics.</p> <p><b>NJSLSA.SL1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>NJSLSA.SL2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<ul style="list-style-type: none"> <li>● 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.</li> <li>● 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.</li> <li>● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.</li> <li>● 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</li> <li>● 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</li> <li>● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</li> </ul>

	<ul style="list-style-type: none"><li>● 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</li><li>● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</li><li>● 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</li></ul>
<b>Computer Science and Design Thinking</b>	<ul style="list-style-type: none"><li>● 8.2.12.ETW.2: Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.</li><li>● 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.</li><li>● 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.</li><li>● 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.</li><li>● 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</li><li>● 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.</li></ul>

**Career Ready Practices**

**World History**

**US  
I**

**US  
II**

<p><b>CRP1. Act as a responsible and contributing citizen and employee</b>                  Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>	<p>In specific units students learn about the Enlightenment thinkers and how those concepts became the foundation for American Democracy and citizenship. Writings from John Locke, Thomas Hobbes, Voltaire, Montesquie and Rousseau are analyzed and parallels drawn between these ideas and modern civic engagement and civic virtue. As in all Social Studies classes, the importance of being an informed citizen and participant in our democracy are reinforced on a daily basis.</p>	<p>As in all Social Studies classes, the importance of being an informed citizen and participant in our democracy are reinforced on a daily basis. In US I a unit is dedicated to the origin and creation of the Constitution and how it established our system of government through checks and balances and federalism. Students learn about the 3 branches of government, the powers and members of each in modern day as well as examine key Supreme Court decisions that have shaped our nation, including current issues and decisions. Voter registration drives are also conducted in each school twice per year.</p>	<p>As in all Social Studies classes, throughout the US 2 curriculum the importance of being an informed citizen and participant in our democracy are reinforced on a daily basis. Supreme Court decisions relevant to each time period are examined, along with the election process. Students explore the Civil Rights Movement and Voting Right legislation.</p>
<p><b>CRP2. Apply appropriate academic and technical skills.</b> Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply</p>	<p>In all units of World History students engage in activities, assignments and projects to develop literacy, critical thinking, problem solving and technology skills that can be applied to the workplace.</p>	<p>In all units of US I students engage in activities, assignments and projects to develop literacy, critical thinking, problem solving and technology skills that can be applied to the workplace.</p>	<p>In all units of US II students engage in activities, assignments and projects to develop literacy, critical thinking, problem solving and technology skills that can be applied to the workplace.</p>

<p>the use of an academic skill in a workplace situation</p>			
<p><b>CRP3. Attend to personal health and financial well-being.</b> Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p>			<p>Students engage in stock market analysis and personal finance simulations as part of the Great Depression/New Deal units</p>



**Career Ready Practices**

**World History**

**US I**

**US II**

<p><b>CRP4. Communicate clearly and effectively and with reason.</b> Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</p>	<p>All units of World History include written, visual and verbal analysis of primary source documents and complex text to analyze historical questions clearly and effectively with reason. Specific texts and writing assignments are listed in each unit.</p>	<p>All units of US I include written, visual and verbal analysis of primary source documents and complex text to analyze historical questions clearly and effectively with reason. Specific texts and writing assignments are listed in each unit.</p>	<p>All units of US II include written, visual and verbal analysis of primary source documents and complex text to analyze historical questions clearly and effectively with reason. Specific texts and writing assignments are listed in each unit.</p>
<p><b>CRP5. Consider the environmental, social and economic impacts of decisions.</b> Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>	<p>New technologies developed during the Scientific and Industrial Revolutions are examined and how they impacted the social, environmental and economic development of different regions of the world.</p>	<p>United States expansion in the 18th and 19th centuries created a seismic shift in the environment and landscape of North America. The industrial era formed a new reliance on resources that impacted the overall environment.</p>	<p>During the late 19th through the 20th century the United States grew exponentially. The economic expansion weighed heavily on the overall environment. As the century drew to a close, there became a greater awareness of the industrial expansion and government intervention and oversight became more prevalent.</p>

**Career Ready Practices**

**World History**

**US I**

**US II**

<p><b>CRP6. Demonstrate creativity and innovation.</b>                  Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>	<p>All units in World History include problem- solving activities and simulations to apply historical concepts and skills to real-world, modern issues.</p>	<p>All units in US I include problem- solving activities and simulations to apply historical concepts and skills to real-world, modern issues.</p>	<p>All units in US II include problem- solving activities and simulations to apply historical concepts and skills to real-world, modern issues.</p>
<p><b>CRP7. Employ valid and reliable research strategies.</b>                  Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.</p>	<p>All units of World History include assignments and projects that are research based and require students to examine the validity and reliability of various sources including primary, secondary, periodicals, library historical databases and online historical research databases.</p>	<p>All units of US I include assignments and projects that are research based and require students to examine the validity and reliability of various sources including primary, secondary, periodicals, library historical databases and online historical research databases.</p>	<p>All units of US II include assignments and projects that are research based and require students to examine the validity and reliability of various sources including primary, secondary, periodicals, library historical databases and online historical research databases.</p>

<p><b>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</b></p> <p>Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>	<p>All units of World History include assignments and projects that require students to engage in critical thinking skills and problem-solving skills. Students examine the content specific problems from each time period of study, analyze various primary source documents, engage in biographical readings and examine how society addressed the problems at the time and how those problems and solutions may still be relevant to today.</p>	<p>All units of US I include assignments and projects that require students to engage in critical thinking skills and problem-solving skills. Students examine the content specific problems from each time period of study, analyze various primary source documents, engage in biographical readings and examine how society addressed the problems at the time and how those problems and solutions may still be relevant to today.</p>	<p>All units of US II include assignments and projects that require students to engage in critical thinking skills and problem-solving skills. Students examine the content specific problems from each time period of study, analyze various primary source documents, engage in biographical readings and examine how society addressed the problems at the time and how those problems and solutions may still be relevant to today.</p>
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**Career Ready Practices**

**World History**

**US I**

**US II**

<p><b>CRP9. Model integrity, ethical leadership and effective management.</b>                  Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ actions, attitudes and/or beliefs.                  They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.</p>	<p>The Holocaust is used to study human behavior, patterns of discrimination, morality and ethics.</p>	<p>Unique patterns of discrimination, genocide of Native Americans, American Slavery and various reform movements of the time are analyzed throughout these units in the form of primary source readings, case studies, assignments and cooperative, problems solving simulations.</p>	<p>Case studies on the ethical decisions behind use of the Atomic Bomb are examined.</p>
<p><b>CRP10. Plan education and career paths aligned to personal goals.</b>                  Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require</p>		<p>Lessons on government agencies and careers and guest speakers in the area of local government and law enforcement speak as part of our Constitution and Government Unit.</p>	<p>This standard is more specifically taught in our Social Studies elective courses. Those courses explore careers in civil service, law and law enforcement, social work, psychology and other humanities fields. Guest speakers (in person or virtual) are invited into classes and/or the History Club ( PH/PV).</p>

<p>ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>			
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**Career Ready Practices**

**World History**

**US I**

**US II**

<p><b>CRP11. Use technology to enhance productivity.</b>                  Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>	<p>Students are required to utilize technology and refine 21st Century skills through database research and multimedia presentations in all units of World History.</p>	<p>Students are required to utilize technology and refine 21st Century skills through database research and multimedia presentations in all units of US I.</p>	<p>Students are required to utilize technology and refine 21st Century skills through database research and multimedia presentations in all units of US II.</p>
<p><b>CRP12. Work productively in teams while using cultural global competence.</b>                  Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>	<p>In all units of World History students are required to consider multiple perspectives to evaluate issues of the past and today and develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to the modern global society.</p>	<p>In all units of US I students are required to consider multiple perspectives to evaluate issues of the past and today and develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to the modern global society.</p>	<p>In all units of US II students are required to consider multiple perspectives to evaluate issues of the past and today and develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to the modern global society.</p>

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	Special Education Accommodations/Modifications (I.E.P. Specific)
Physical Arrangement of Room	Allow for preferential seating
	Seat student near the teacher/presentation
	Seat student near the door
	Seat student near high performing student for informal partner pairs
	Seat student near positive role model
	Seat student away from disruptive/distracting student(s)
	Set a designated study space in the room
Instructional Activities	Provide guided notes and/or copies of notes
	Provide students with summaries if applicable
	Repeat and clarify directions if needed to ensure comprehension.
	Allow students to choose partners or work independently, when needed
	Provide extended time for curricular assignments as needed or specified in the IEP. Offer after-school or common time support.
Independent Practice & Assignments	Allow extra time to complete tasks without penalty
	Reduce reading/math/writing level of assignments
	Require fewer correct responses to achieve grade
	Allow computer printed/electronic assignments
	Simplify complex written directions
	Do not penalize for handwriting/spelling
	Allow flexible grading on scoring rubric
	Include word banks if helpful.
	Bold, highlight, or underline instructions.
	Reduce wording and/or organize directions (into checklists, e.g.) to simplify or make

	expectations more manageable.
	Reduce quantity of sections on an assessment
	Shorten wording of questions.
	Allow use of notes or formula pages on assessments.
	Revise wording or vocabulary choice to enhance comprehension.
	Reduce length of written assignments if needed.
	Reduce number of calculation questions required.
	Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.
	Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.
	Make assessments visually appealing by reducing clutter and providing cues: for example, increase spacing, revise font, add or reduce lines, include boxes for responses, reduce the number of questions per page, highlight, bold or underline key words.
	Allow for extra time when needed. Offer options for completion during common time or after school.
	Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
	Allow open book/notes for exams
	Give frequent short quizzes instead of lengthy exams
	Give exams/test items orally
	Give students their own copy of assessments that they can write on
	Allow extra time for assessments (specific to I.E.P.)
	Allow flexible schedule of assessment
	Allow flexible setting for assessment
	Allow student to asses on paper, if regularly schedule for computer-based testing
Organizational Skills	Provide a table of contents for notebook/binder; conduct a weekly clean-up
	Help the student create "to do" lists
	Provide opportunity for student to organize homework binder
	Set a designated study time during class/stick to a routine



	Assist student with maintaining a master calendar in the agenda book
Behavioral	Use self-monitoring/self advocacy strategies
	Allow legitimate movement-in/out of room/short breaks
	Implement periodic/weekly behavior communication tools

<b>Pascack Valley Regional High School District</b>	
<b>Social Studies/Business Accommodations/Modifications</b>	
<b>Category</b>	<b>504 Plan Accommodations/Modifications (504 Specific)</b>
Physical Arrangement of Room	Allow for preferential seating
	Seat student near the teacher/presentation
	Seat student near high performing student for informal partner pairs
Instructional Activities	Provide guided notes and/or copies of notes
	Provide student with summaries, if applicable
Independent Practice & Assignments	Provide extended time for curricular assignments as needed or specified in the 504 Plan. Offer after- school or common time support.
	Reduce homework/classwork, when appropriate
	Allow use of notes or formula pages on assessments.
	Allow for extra time when needed or specified in the 504 Plan. Offer options for completion during common time or after school.

Assessments	Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
	Allow flexible schedule of assessment
	Allow flexible setting for assessment
Organizational Skills	Provide a table of contents for notebook/binder
	Help the student create "to do" lists
	Provide opportunity for student to organize homework binder
	Set a designated study time during class/stick to a routine
	Assist student with maintaining a master calendar in the agenda book
Behavioral	Use self-monitoring/self advocacy strategies
	Allow legitimate movement-in/out of room break, if needed
	Implement periodic/weekly behavior communication tools

**Pascack Valley Regional High School District**

**Social Studies/Business Accommodations/Modifications**

<b>Category</b>	<b>At Risk Accommodations/Modifications</b>
Instructional Activities	Provide a variety of concrete examples from familiar contexts
	Build background knowledge of content and vocabulary from familiar contexts prior to readings
	Use mental models to building understanding through familiar contexts
	Provide oral & written instructions
	Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
	Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation
	Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding
	Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas
	Provide guiding questions to complete during the activity.

	Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
	Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.
	Use multiple intelligences or the student's learning style to facilitate effective learning when a student is having difficulty grasping concepts
	Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information
	Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners
	Utilize hands-on activities, movement or rhythmic experiences to engage tactile/kinesthetic learners.
Independent Practice & Assignments	Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
	Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
	Highlight distinctive features/key concepts
	Provide choice of projects depending on the student's interests or strengths.
	Provide peer assistance/study groups
Assessments	Provide study guides and support outside of class time to review before assessments (common time or after school)
	Provide extra time for review prior to an assessment
	Review, repeat, and clarify directions
	Include word banks if helpful
	Chunk sections of assessment
	Shorten wording of questions
	Allow use of notes or formula pages on assessments
	Revise wording or vocabulary choice to enhance comprehension
	Reduce length of written assignments if needed.
	Reduce number of calculation questions required.
Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.	

	Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.
	Allow for partial credit, when appropriate
	Provide choices of questions or choices of projects depending on the student's strengths
	Allow for alternative assessments to show comprehension of the content such as a project or other means
	Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
	Allow for extra time, when needed. Offer options for completion during common time or after school
	Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
Organizational Skills	Provide general assistance with organizational skills
	Utilize homework assignment notebook/planner/agenda
	Provide written intermediate timelines for long assignments
	Have student monitor grade average
Behavioral	Keep rules simple and clear
	Implement a behavior management system

**Pascack Valley Regional High School District**

**Social Studies/Business Accommodations/Modifications**

<b>Category</b>	<b>Multilingual Learners Accommodations/Modifications</b>
Instructional Activities	Provide a variety of concrete examples from familiar contexts
	Build background knowledge of content and vocabulary from familiar contexts prior to readings
	Provide oral & written instructions
	Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding in native language.

	Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation
	Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas
	Provide guiding questions to complete during the activity.
	Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
	Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization- Language teams
	Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information
	Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners - Conversely apply visual representations to ensure understandings
Independent Practice & Assignments	Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
	Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
	Highlight distinctive features/key concepts
	Provide choice of projects depending on the student's interests or strengths.
	Provide peer assistance/study groups/ ML support
Assessments	Provide extra time for review prior to an assessment
	Review, repeat, and clarify directions
	Include word banks if helpful
	Chunk sections of assessment
	Shorten wording of questions
	Allow use of notes or formula pages on assessments in native language
	Revise wording or vocabulary choice to enhance comprehension
	Reduce length of written assignments if needed.
	Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.

	Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.
	Allow for partial credit, when appropriate
	Allow for alternative assessments to show comprehension of the content such as a project or other means
	Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
	Allow for extra time, when needed. Offer options for completion during common time or after school
	Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
Organizational Skills	Provide general assistance with organizational skills
	Utilize homework assignment notebook/planner/agenda
	Provide written intermediate timelines for long assignments
	Have student monitor grade average
Behavioral	Keep rules simple and clear

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	Gifted and Talented Accommodations/Modifications
Instructional Activities	Provide supplementary or lengthier readings
	Provide enrichment activities
Independent Practice & Assignments	Use inquiry-based practices and allow student opportunities to conduct additional research
	Provide supplementary or lengthier readings with higher-level questions
	Provide assignment choices that require more detail and deeper understanding

Assessments	Provide additional questions that prompt extensions of understanding
	Require research for projects; in a specified format
	Provide assessment choices that require more detail and deeper understanding

### **Career Options for Jobs that Involve Social Studies**

Social studies focus on society, and social studies professionals may concentrate on understanding how people are shaped and influenced by peer groups, their culture, or other societal factors. While some social studies professionals primarily conduct research to determine how people are affected by social variables, others may focus on how these social variables can be used to predict people's behavior. A handful of these social studies career options are profiled below:

### **Career Information for Jobs that Involve Social Studies**

#### **Sociologists**

Sociologists are professionals with a master's or doctoral degree in their field. They focus on understanding social groupings and behavior, and may be involved in research or make recommendations about how to address specific issues in society. Since their work focuses on understanding how society can influence behavior, they work within the field of social studies.

#### **Historians**

Historians research the past and educate people about historic events, artifacts or developments. Their work focuses on civilizations and incidents involving people in the past, which is why it falls within the social studies field. They might use the data from their research to form conclusions about why a society relocated or how cultural beliefs in a particular group evolved. They may need a doctoral degree, although it is possible to enter this field with a master's degree in history.

#### **Postsecondary Teachers**

Postsecondary teachers instruct college and university students in a specific subject they've specialized in. They typically need a doctoral degree, although entry-level positions may be obtained with a master's degree in some cases. Postsecondary teachers who instruct students in subjects such as criminology or history spend their career focused on social studies. As part of their work, postsecondary teachers usually also participate in research related to their specialty.

**Anthropologists and Archeologists**

Anthropologists and archeologists must have a master's or doctoral degree to work in their field. While archeologists may be involved in recovering historic artifacts from dig sites around the world, anthropologists focus on how humans have developed over time. Archeologists and anthropologists help discover evidence that relates to how cultures have evolved, how significant events have impacted people's behavior, and how social constructs, such as politics, have developed. Since they focus on issues related to society and behavior, they work within the field of social studies.

**Political Scientists**

Political scientists focus on the history and development of political systems. They may research political ideologies or study how political trends have evolved over time. They are social science professionals because understanding how politics shape society and impact individual and group behavior is part of what political scientists focus on. They are professionals with master's or doctoral degrees who perform research, analyze the information gained from their research, and use that data to develop predictions about the effects of political policies or structures.

**Market Research Analysts**

With a bachelor's degree, it's possible to become a market research analyst. Market research analysts examine consumer demographics, along with data collected from opinion polls and surveys, and then use what they learn to make recommendations about actions companies should or should not take. For example, they may recommend that a new product be developed and provide pertinent information about the customers they expect would be interested in that product. Market research analysts are professionals who focus on understanding what influences the purchasing decisions people make and the economic variables that should be considered when making business decisions. Since they focus on determining financial and societal factors that can affect consumer choices, their work involves the use of social studies.