

Cover Page: United History II CP/Core

Content Area: **Social Studies**
Course(s):
Time Period:
Length: **Sample Length**
Status: **Not Published**

Course Overview

The U.S. History II course is a comprehensive exploration of the major events, movements, and transformations that shaped the United States from the late 19th century to the present day. This course examines how the country evolved from a rapidly industrializing and expansionist nation into a global superpower, while also addressing the profound political, economic, and social changes that influenced the lives of everyday Americans. Beginning with American expansion and imperialism, students will analyze the motivations behind U.S. foreign policy decisions, including territorial acquisitions, economic interests, and military interventions. The course then shifts to World War I, where students will study the causes of the conflict, America's reluctant entry, and how the war's aftermath influenced domestic and international policies, including the failed efforts of the League of Nations and rising global tensions.

Following the war, students will explore the Roaring Twenties, a period of rapid economic growth, cultural innovation, and social change. They will examine the emergence of mass media, the rise of consumerism, the Harlem Renaissance, and the struggle between modernist and traditionalist values, particularly through debates over immigration, Prohibition, and the role of women in society. However, this prosperity was short-lived, as the Great Depression ushered in economic devastation that reshaped American government and society. The course will delve into the causes and effects of the economic collapse, the struggles faced by different social groups, and Franklin D. Roosevelt's New Deal programs, assessing their effectiveness and the lasting expansion of government power in response to economic crises.

The course then transitions into the global conflict of World War II, analyzing its causes, key battles, the role of the United States, and the war's impact on the home front. Students will study how American industries and society mobilized for war, the internment of Japanese Americans, and the experiences of soldiers abroad. The war's conclusion, including the dropping of atomic bombs and the Holocaust, will lead into discussions about post-war global realignments and the beginning of the Cold War, a decades-long ideological, political, and military struggle between the United States and the Soviet Union. Students will explore Cold War foreign policy, including containment, the Korean and Vietnam Wars, nuclear arms tensions, and diplomatic efforts, while also examining the domestic impact of Cold War fears, including McCarthyism, civil defense measures, and the space race.

As the course progresses, students will study the Civil Rights Movement, focusing on landmark Supreme Court cases, legislative victories, and the activism of figures such as Martin Luther King Jr., Malcolm X, and grassroots organizers. They will assess how these movements not only fought racial segregation but also influenced later efforts for gender equality, LGBTQ+ rights, and broader social justice initiatives. The course will then examine the political and economic shifts of the late 20th century, including the expansion of federal programs, shifts in conservative and liberal policies, globalization, and technological advancements that reshaped American life.

The final sections of the course focus on contemporary America, including the post-9/11 era, the War on Terror, economic crises, political divisions, and ongoing struggles for social and economic justice. Students will explore how issues such as climate change, immigration policies, technological advancements, and evolving international relations have continued to shape the role of the United States in the 21st century. Through the study of historical documents, debates, and case studies,

students will be encouraged to make connections between past and present, developing a deeper understanding of how historical patterns continue to influence modern society.

By the end of this course, students will have developed a well-rounded perspective on how the United States has navigated war, economic crises, social upheavals, and global leadership while also critically assessing the role of government, democracy, and citizen activism in shaping American history. The goal is for students to leave the course with not only a factual knowledge of historical events but also the ability to analyze historical trends, engage in thoughtful discussion, and apply lessons from the past to current national and global challenges.

Course Name, Length, Date of Revision and Curriculum Writer

United States History II

Full Year (Required)

Revised: December 2024

Writers: Ms. Jessica Gaspar & Ms. Hannah Moran

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Unit 1: American Expansion and World War I

Content Area: **Social Studies**

Course(s):

Time Period:

Length:

Status: **Awaiting Review**

Summary of the Unit

This unit examines the late 19th and early 20th centuries, focusing on the United States' transformation into a global power through territorial, economic, and ideological expansion, culminating in its involvement in World War I. It begins with the era of American imperialism, exploring the motivations behind expansion, including economic interests, military strategy, and ideological justifications such as Manifest Destiny and the White Man's Burden. Students will analyze key events such as the annexation of Hawaii, the Spanish-American War, and the construction of the Panama Canal, all of which solidified America's growing influence on the world stage.

The unit then transitions to World War I, covering the main causes of the conflict—militarism, alliances, imperialism, and nationalism—before examining America's initial neutrality and the factors that ultimately led to its entry into the war, including unrestricted submarine warfare and the Zimmermann Telegram. Students will explore the critical role the U.S. played in the war's conclusion, providing fresh troops and resources to the Allies. The impact of the war on American society will also be considered, including shifts in gender roles, the Great Migration, wartime propaganda, and restrictions on civil liberties through laws like the Espionage and Sedition Acts.

The unit concludes with an in-depth study of the Treaty of Versailles, President Woodrow Wilson's Fourteen Points, and the League of Nations, highlighting the tension between America's expanding global presence and its continued internal debate over isolationism. Students will assess how U.S. actions during and after World War I shaped its future foreign policy and set the stage for future conflicts, particularly World War II. Through analysis of primary and secondary sources, discussions, and hands-on activities, students will critically evaluate the lasting consequences of this period in American history.

Enduring Understandings

Students will understand that:

- the late 19th and early 20th centuries marked a shift in U.S. foreign policy as the nation moved from isolationism to imperialism and global influence.
- economic, political, and ideological factors contributed to American expansionism and territorial acquisitions.
- the Spanish-American War was a turning point that led the U.S. to become an imperial power, influencing its role in global affairs.
- U.S. involvement in World War I was shaped by economic interests, unrestricted submarine warfare, and ideological commitments to democracy.
- the war had significant social, economic, and political consequences, including restrictions on civil liberties, increased roles for women and minorities, and shifts in domestic industry.
- the Treaty of Versailles and the League of Nations shaped the postwar world, but U.S. rejection of the League reflected ongoing debates about America's role in international politics.
- the consequences of World War I set the stage for future conflicts, including World War II.

Essential Questions

1. What factors motivated U.S. expansion in the late 19th and early 20th centuries?
2. How did American expansionism shape the nation's role on the global stage in the early 20th century?
3. How did the outcomes of the Spanish-American War influence America's global role?
4. What were the economic and political justifications for American imperialism?
5. What were the causes and effects of U.S. involvement in World War I?
6. How did World War I impact American society, including civil liberties, the economy, and social movements?
7. Why did President Wilson advocate for the League of Nations, and why did the U.S. ultimately reject it?
8. In what ways did World War I shape future U.S. foreign and domestic policies?

Summative Assessment and/or Summative Criteria

Assessments can include the following:

1. Essays and Research Papers
 1. Criteria: Students will write analytical essays or research papers that demonstrate their understanding of key historical events, policies, or movements. The essay should provide evidence-based analysis, including references to primary and secondary sources.
 2. Assessment Focus: Depth of analysis, historical accuracy, coherence of argument, and use of supporting evidence.
2. Multiple-Choice Tests
 1. Criteria: Students will complete a multiple-choice exam that assesses their knowledge of key events, figures, and concepts from the curriculum.
 2. Assessment Focus: Recall of factual information, understanding of historical context, and recognition of significant events or figures.
3. Document-Based Questions (DBQ)
 1. Criteria: Students will analyze a series of primary source documents related to a specific historical event or theme and write an essay based on these documents.
 2. Assessment Focus: Critical thinking, interpretation of primary sources, ability to synthesize information, and historical argumentation.
4. Presentations
 1. Criteria: Students will create and present a multimedia presentation on a specific topic from the curriculum, demonstrating their ability to organize and communicate historical information effectively.
 2. Assessment Focus: Clarity of presentation, use of multimedia (e.g., slides, videos), depth of research, and ability to answer questions.
5. Class Discussions and Debates
 1. Criteria: Students will participate in class discussions or debates on key historical issues, demonstrating their ability to express informed opinions and engage with different viewpoints.
 2. Assessment Focus: Knowledge of the topic, engagement with peers, clarity of arguments, and critical thinking.
6. Timelines and Infographics
 1. Criteria: Students will create a timeline or infographic that visually represents key events or developments from a specific historical period or topic.
 2. Assessment Focus: Accuracy, clarity, and visual organization of historical events and concepts.
7. Short-Answer Questions

1. Criteria: Students will answer short-answer questions that test their understanding of specific events, figures, or concepts from the course.
 2. Assessment Focus: Concise and accurate responses, clarity of thought, and historical detail.
8. Research Projects
1. Criteria: Students will conduct a research project on a selected historical topic, gathering and analyzing primary and secondary sources, and presenting their findings in a written report.
 2. Assessment Focus: Research skills, analysis of sources, organization of findings, and ability to synthesize information.
9. Peer Reviews
1. Criteria: Students will provide constructive feedback on each other's work, including essays, projects, or presentations.
 2. Assessment Focus: Ability to assess the quality of work, provide clear and helpful feedback, and engage with peers' ideas.
10. Group Projects
1. Criteria: Students will work collaboratively in small groups to research and present a specific historical topic, demonstrating teamwork, research skills, and presentation abilities.
 2. Assessment Focus: Teamwork, contribution to the project, organization, and effective communication.
11. Quizzes
1. Criteria: Students will take quizzes to assess their understanding of specific lessons or topics.
 2. Assessment Focus: Knowledge retention, clarity of understanding, and mastery of key concepts.
12. Final Summative Test
1. Criteria: A comprehensive final exam that assesses the overall understanding of the material covered throughout the course.
 2. Assessment Focus: Overall comprehension of historical events, trends, figures, and concepts, with a focus on analysis, synthesis, and application of knowledge.

Resources

Textbook Resources

McGraw Hill textbook (primary), American Vision textbook (secondary), Actively Learn (McGraw Hill), Inquiry Journal activities (McGraw Hill)

Web-based Resources

TeachingHistory.org, GimKit, Quizizz, Quizlet, Kahoot, EdPuzzle, Nearpod, Peardeck, Digital Inquiry Group, PBS, C-Span, Crash Course: World, US & European History

Museum/Institute Resources

Holocaust Museum Resources, Teach Rock Resources, DBQ Project Materials, National Museum of American History Resources, National Endowment for the Humanities Resources, Gilder Lehrman Institute Resources, various Public Library Sources

Teacher Selected or Teacher Made Resources

Various period-specific Primary Sources, various period-specific Secondary Sources, various period-specific Map resources, provided or teacher-created worksheets, guided readings, graphic organizers

Documentary Resources

America: The Story of Us (History Channel), other listed History Channel documentaries

Other supplemental materials mentioned in Unit Plans

Unit Plan

Topics/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Imperialism & America 2 Days	Analyze how desire for more trade and markets led to political change between 1877 and 1898. Cite the motivation for and methods of American expansion in the Pacific.	Imperialism Stations Acquisition of Hawaii Guided Reading Imperialism of Hawaii Perspectives Reading Comparison Acquisition of Alaska Guided Reading Topic Vocabulary Imperialism Simulation Imperialism WebQuest Facing History & Ourselves Resources Nearpod Resources World, US & European History Crash Course	<ul style="list-style-type: none"> ● Quizzes ● Primary Source readings ● Map activities ● DBQ questions ● Vocabulary assessments ● Free-Response Essay questions ● Projects ● Exit tickets
The Spanish American War and Expansion 3 Days	Describe the circumstances that led to war between the United States and Spain in 1898. Explain how the war with Spain made the United States a world power.	Spanish American War Timeline Spanish American War Stations Spanish American War Guided Reading Topic Vocabulary Spanish American War WebQuest World, US & European History Crash Course Facing History & Ourselves Resources Nearpod Resources	<ul style="list-style-type: none"> ● Quizzes ● Primary Source readings ● Map activities ● DBQ questions ● Vocabulary assessments ● Free-Response Essay questions ● Projects ● Exit tickets
New Latin American Diplomacy 2 Days	Explain the Open Door policy and its effects of relations between the United States and China	Roosevelt, Taft & Wilson Foreign Policy Comparison Activity Open Door Policy Guided Reading	<ul style="list-style-type: none"> ● Quizzes ● Primary Source readings ● Map activities

	<p>Explain the accomplishments and consequences of America's Latin American foreign policy under Theodore Roosevelt, William Taft, and Woodrow Wilson.</p>	<p>American & Chinese Relationship Guided Reading</p> <p>Boxer Rebellion DBQ 5. World, US & European History Crash Course</p> <p>Facing History & Ourselves Resources</p> <p>Nearpod Resources</p>	<ul style="list-style-type: none"> • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Projects • Exit tickets
<p>The War Begins: Militarism, Alliances, Imperialism & Nationalism</p> <p>2 Days</p>	<p>Identify the alliances between European powers that led to WWI.</p> <p>Identify the M.A.I.N. causes of WWI.</p>	<p>New American Lecture</p> <p>McGraw Hill: US History Textbook Pages: 403-404</p> <p>M.A.I.N. Causes Graphic Organizer</p> <p>Factors that Led to WWI Word Web Chart</p> <p>KWL Chart</p> <p>Crash Course: World History: Episode 209</p> <p>C-Span Lessons & Resources</p> <p>Topic Vocabulary</p> <p>Assassination of Archduke Ferdinand Police Report & Writing Activity</p> <p>Topic Vocabulary</p> <p>Facing History & Ourselves Resources</p> <p>Nearpod Resources</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Projects • Exit tickets
<p>America Joins the War</p> <p>3 Days</p>	<p>Analyze American neutrality debate & what led to the U.S. Involvement in WWI</p>	<p>New American Lecture</p> <p>Crash Course: America in World War I</p> <p>McGraw Hill: US History Textbook Pages: 404-407</p> <p>Debate: Should the US have entered WWI?</p> <p>America & World War I Actively Learn</p> <p>WWI Timeline</p> <p>Crash Course: World, US & European History</p> <p>C-Span Lessons & Resources</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Projects • Exit tickets

		Nearpod Resources Facing History & Ourselves Resources	
The Warfront 3 Days	Describe how new technology affected the way war was fought during WWI & its overarching effects. Analyze the impact of World War I on the Armenian Genocide & American Response.	New American Lecture War in the Trenches Map Analysis (McGraw Hill US History Textbook) Page 406 Alvin York Biography (McGraw Hill US History Textbook) Page 407 Life in the Trenchers (Video) (WW1 Imperial Museum) Modern Marvels: WW1 Technology (Season 10, Episode 28) Crash Course: World, US & European History C-Span Lessons & Resources Armenian Genocide Stations or New American Lecture USHMM Resources & Lessons Facing History & Ourselves Lessons & Resources Plastic Surgery & World War I Guided Reading 1917 (2019) Selected and approved clips from All is Quiet on the Western Front (2022)	<ul style="list-style-type: none"> ● Quizzes ● Primary Source readings ● Map activities ● DBQ questions ● Vocabulary assessments ● Free-Response Essay questions ● Projects ● Exit tickets
The Homefront 2 Days	Describe the impact of WW1 on the home front. Explain the roles women & minorities played in the war effort. Summarize the various policies the federal government used to help fulfill the war effort.	New American Lecture McGraw Hill: US History Textbook Pages: 409-414 Propaganda Poster Project & Gallery Walk Victory Gardens Research Project The Homefront Stations Paying for WW1 Graph (Page 410) WW1 Homefront Newspaper Project Blog about the Red Scare Analyzing Sources: The Red Scare (Pages 419-422) Crash Course: World, US & European History	<ul style="list-style-type: none"> ● Quizzes ● Primary Source readings ● Map activities ● DBQ questions ● Vocabulary assessments ● Free-Response Essay questions ● Projects ● Exit tickets

		C-Span Lessons & Resources	
Ending the War 2 Days	Describe the main points of the Treaty of Versailles & Wilson's 14 points Identify, analyze, and discuss why the U.S. Senate never ratified the treaty.	New American Lecture Treaty of Versailles Debate League of Nations Debate Turning Point: Ending World War I (Primary & Secondary Source Inquiry Project) (pages 415-418) Crash Course: World, US & European History C-Span Lessons & Resources	<ul style="list-style-type: none"> ● Quizzes ● Primary Source readings ● Map activities ● DBQ questions ● Vocabulary assessments ● Free-Response Essay questions ● Projects ● Exit tickets

Standards

SOC.6.1.12.EconGE.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
SOC.6.1.12.HistoryCC.6.b	Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.
SOC.6.1.12.CivicsDP.7.a	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
SOC.6.1.12.EconNM.7.a	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
SOC.6.1.12.HistoryCC.7.a	Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
SOC.6.1.12.HistoryCA.7.a	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
SOC.6.1.12.HistoryCA.7.b	Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
SOC.6.1.12.HistoryCA.7.c	Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).
SOC.6.1.12.HistoryUP.7.a	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

Suggested Modifications for Special Education, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Special Education*:

- Collaboration between Content Education and Special Education teachers
- Preferential seating to minimize distractions
- Printed and highlighted notes
- Modified tests, quizzes, worksheets, and written assignments
- Repetition of directions and refocus activities

- Test, quiz, and assessment questions read aloud if needed
- Allow for extended time on assessments and assignments
- Alternative assessment formats (oral exams, project-based assessments)
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

504-Eligible Students*:

- Collaboration between teachers and support staff to ensure accommodations are met
- Preferential seating to minimize distractions
- Extended time on assessments and assignments
- Access to printed and highlighted notes
- Option for verbal or dictated responses on assignments and assessments
- Reduced workload or modified assignments as needed
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Alternative assessment formats (oral exams, project-based assessments)
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

Multilingual Language Learners (MLL):

- Collaboration between Content Education and ESL teachers
- Use of audio recordings when applicable
- Use of translation dictionaries when applicable
- Provide opportunities for oral responses and assessments
- Allow use of computer or other technological devices for assignments
- Highlight important notes and key concepts
- Use of graphic organizers to support comprehension
- Assign a peer liaison for additional support
- Incorporation of visual aids and real-world examples to reinforce concepts
- Modified assignments to focus on essential content
- Additional scaffolding such as sentence starters and guided practice

At-Risk Students:

- Small group instruction or one-on-one support when possible
- Clear, step-by-step instructions and modeling of tasks
- Use of engaging, real-world connections to make content more relevant
- Frequent feedback and progress monitoring
- Additional scaffolding (sentence starters, guided practice, visual supports)
- Peer mentoring and collaborative learning opportunities
- Encouragement of active participation through hands-on and interactive learning
- Flexible deadlines and opportunities for revision and reassessment
- Regular check-ins with teacher or counselor for academic and emotional support
- Positive reinforcement and goal-setting strategies to encourage motivation and engagement

Gifted Students:

- Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
- Incorporate outside sources (media, content, community resources) for further study that are

thematic in nature

- Promote self-directed and self-initiated learning opportunities
- Allow for the development of productive thinking skills to encourage students to generate new knowledge
- Provide opportunities for leadership roles in collaborative projects
- Offer independent research projects and inquiry-based assignments
- Encourage critical analysis of multiple perspectives and interpretations of historical events

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Computer Sci Design Thinking

CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.2.12.ED.5	Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
CS.9-12.8.2.12.ED.6	Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

WRK.9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
WRK.9.2.12.CAP.16	Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.
WRK.9.2.12.CAP.17	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
WRK.9.2.12.CAP.19	Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.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). Collaborative digital tools can be used to access, record and share different

viewpoints and to collect and tabulate the views of groups of people.

Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

With a growth mindset, failure is an important part of success.

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Unit 2: Progressivism and the Jazz Age

Content Area: **Sample Content Area**

Course(s):

Time Period:

Length:

Status: **Awaiting Review**

Summary of the Unit

This unit explores the Progressive Era and the Jazz Age, two transformative periods in American history that reshaped politics, society, and culture. Students will begin by examining Progressive Era reforms, focusing on efforts to address the political, economic, and social injustices of the Gilded Age. Key topics include muckraking journalism, labor rights, women's suffrage, and government regulation of industry. The unit will also analyze the Progressive Presidents, including Theodore Roosevelt, William Howard Taft, and Woodrow Wilson, and their roles in expanding the power of the federal government to promote social and economic change.

The unit then transitions to the Jazz Age (1920s), a period of rapid economic growth and cultural transformation. Students will investigate technological advancements, consumerism, and the stock market boom, as well as the emergence of mass entertainment through radio, film, and jazz music. A special focus will be placed on African American culture and politics, particularly the Harlem Renaissance, the rise of Black leadership, and the continued struggle for civil rights.

Additionally, students will explore the clash of values that characterized the 1920s, including urban vs. rural tensions, modernism vs. traditionalism, Prohibition, immigration restrictions, and the rise of the Ku Klux Klan. Finally, the unit will conclude with a review of the era, analyzing how the reforms and cultural shifts of this period influenced modern American society, economy, and political landscape.

Enduring Understandings

The students will understand that:

- the Progressive Era and the Jazz Age reflected societal attempts to address inequality, promote reform, and celebrate cultural innovation.
- the Progressive Era was a response to the problems of industrialization, urbanization, and political corruption, leading to significant social and political reforms.
- progressive Presidents expanded the role of government in regulating the economy, protecting workers, and promoting social justice.
- the 1920s was a period of rapid economic growth, technological innovation, and cultural dynamism, but it also exposed deep societal divisions.
- the Harlem Renaissance was a pivotal moment in African American cultural and political life, shaping future movements for civil rights and social justice.
- the tensions between modern and traditional values in the 1920s reflect broader struggles over social change that continue to shape American society today.

Essential Questions

1. What social and economic issues prompted the Progressive Movement, and how were they addressed?
2. What were the major goals and accomplishments of Progressive Era reforms, and how did they address the challenges of industrialization and urbanization?
3. How did the Progressive Presidents influence the role of government in addressing economic

and social issues?

4. What factors contributed to the economic boom of the 1920s, and how did new technologies and consumer culture transform American life?
5. How did African American culture and political activism, particularly during the Harlem Renaissance, shape the broader cultural and social landscape of the 1920s?
6. What were the key social and political conflicts of the 1920s, and how did they reflect tensions between tradition and modernity?
7. How did the reforms and cultural shifts of the Progressive Era and the Jazz Age impact future movements for social and political change?

Summative Assessment and/or Summative Criteria

Assessments can include the following:

1. Essays and Research Papers
 1. Criteria: Students will write analytical essays or research papers that demonstrate their understanding of key historical events, policies, or movements. The essay should provide evidence-based analysis, including references to primary and secondary sources.
 2. Assessment Focus: Depth of analysis, historical accuracy, coherence of argument, and use of supporting evidence.
2. Multiple-Choice Tests
 1. Criteria: Students will complete a multiple-choice exam that assesses their knowledge of key events, figures, and concepts from the curriculum.
 2. Assessment Focus: Recall of factual information, understanding of historical context, and recognition of significant events or figures.
3. Document-Based Questions (DBQ)
 1. Criteria: Students will analyze a series of primary source documents related to a specific historical event or theme and write an essay based on these documents.
 2. Assessment Focus: Critical thinking, interpretation of primary sources, ability to synthesize information, and historical argumentation.
4. Presentations
 1. Criteria: Students will create and present a multimedia presentation on a specific topic from the curriculum, demonstrating their ability to organize and communicate historical information effectively.
 2. Assessment Focus: Clarity of presentation, use of multimedia (e.g., slides, videos), depth of research, and ability to answer questions.
5. Class Discussions and Debates
 1. Criteria: Students will participate in class discussions or debates on key historical issues, demonstrating their ability to express informed opinions and engage with different viewpoints.
 2. Assessment Focus: Knowledge of the topic, engagement with peers, clarity of arguments, and critical thinking.
6. Timelines and Infographics
 1. Criteria: Students will create a timeline or infographic that visually represents key events or developments from a specific historical period or topic.
 2. Assessment Focus: Accuracy, clarity, and visual organization of historical events and concepts.
7. Short-Answer Questions
 1. Criteria: Students will answer short-answer questions that test their understanding of specific events, figures, or concepts from the course.
 2. Assessment Focus: Concise and accurate responses, clarity of thought, and historical

detail.

8. Research Projects

1. Criteria: Students will conduct a research project on a selected historical topic, gathering and analyzing primary and secondary sources, and presenting their findings in a written report.
2. Assessment Focus: Research skills, analysis of sources, organization of findings, and ability to synthesize information.

9. Peer Reviews

1. Criteria: Students will provide constructive feedback on each other's work, including essays, projects, or presentations.
2. Assessment Focus: Ability to assess the quality of work, provide clear and helpful feedback, and engage with peers' ideas.

10. Group Projects

1. Criteria: Students will work collaboratively in small groups to research and present a specific historical topic, demonstrating teamwork, research skills, and presentation abilities.
2. Assessment Focus: Teamwork, contribution to the project, organization, and effective communication.

11. Quizzes

1. Criteria: Students will take quizzes to assess their understanding of specific lessons or topics.
2. Assessment Focus: Knowledge retention, clarity of understanding, and mastery of key concepts.

12. Final Summative Test

1. Criteria: A comprehensive final exam that assesses the overall understanding of the material covered throughout the course.
2. Assessment Focus: Overall comprehension of historical events, trends, figures, and concepts, with a focus on analysis, synthesis, and application of knowledge.

Resources

Textbook Resources

McGraw Hill textbook (primary), American Vision textbook (secondary), Actively Learn (McGraw Hill), Inquiry Journal activities (McGraw Hill)

Web-based Resources

TeachingHistory.org, GimKit, Quizizz, Quizlet, Kahoot, EdPuzzle, Nearpod, Peardeck, Digital Inquiry Group, PBS, C-Span, Crash Course: World, US & European History

Museum/Institute Resources

Holocaust Museum Resources, Teach Rock Resources, DBQ Project Materials, National Museum of American History Resources, National Endowment for the Humanities Resources, Gilder Lehrman Institute Resources, various Public Library Sources, Angel Island Immigration Station Resources (<https://www.aiisf.org/curriculum>)

Teacher Selected or Teacher Made Resources

Various period-specific Primary Sources, various period-specific Secondary Sources, various period-specific Map resources, provided or teacher-created worksheets, guided readings, graphic organizers

Documentary Resources

America: The Story of Us (History Channel), other listed History Channel documentaries

Resources Specific to this Unit

[Organized Crime Police Report](#)

[1920s Dinner Party Project](#)

Other supplemental materials mentioned in Unit Plans

Unit Plan

Topics/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
<p>1. Progressive Era Reforms</p> <p>2-3 days</p>	<p>Explain how the Progressive Era was a series of reform efforts to address problems that resulted from industrialization & urbanization.</p> <p>Identify how progressive reforms gave citizens more influence in government.</p>	<p>New American Lecture</p> <p>Graphic Organizer of Reformers & Reforms</p> <p>Muckrakers Stations</p> <p>Women's Suffrage WebQuest (PBS: American Experience)</p> <p>Watch Iron Jawed Angels (2004)</p> <p>Understanding Multiple Perspectives of the Progressives (McGraw Hill: pgs. 439- 442)</p> <p>Crash Course: World, US & European History</p> <p>Topic Vocabulary</p> <p>The Newsies</p> <p>America in Color: 1920s</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets
<p>2. Progressive Presidents</p> <p>2-3 days</p>	<p>Analyze how methods used in business, government and education influenced social reform.</p> <p>Describe Progressive social reforms enacted under Presidents Theodore Roosevelt, William Taft, and Woodrow Wilson.</p>	<p>New American Lecture</p> <p>Create a graphic organizer outlining issues in society and how each was addressed.</p> <p>Select 3 reforms discussed and write an essay on how one's life would be different if each reform had never been passed</p> <p>Create and present a "Presidential Report Card" for Roosevelt Taft and Wilson.</p> <p>Progressive Presidents Stations Activity</p> <p>Crash Course US History</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets
<p>3. A Growing Economy</p> <p>3 Days</p>	<p>Describe how the US economy modernized in the 1920s.</p> <p>Analyze how consumer society began to form during this time.</p>	<p>New American Lecture</p> <p>President Wilson's Agenda Chart</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic

		<p>Why Did President Wilson win the Election? Paragraph Response & Discussion</p> <p>The Federal Reserve Research Presentation</p> <p>New Products of the 20s Advertisement Poster</p> <p>Writers & Poets of the 1920s Research Essay Crash Course: World, US & European History</p> <p>C-Span Lessons & Resources</p> <p>Facing History & Ourselves Lessons & Resources</p> <p>Actively Learn Resources</p>	<p>Organizer completion</p> <ul style="list-style-type: none"> • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets
<p>4. African American Culture & Politics</p> <p>2 Days</p>	<p>Explain the goals of Marcus Garvey & black nationalism</p> <p>Describe how the NAACP battled against segregation & discrimination.</p> <p>Describe the causes & effects of the Harlem Renaissance</p> <p>Analyze the impact of the Great Migration on different parts of America.</p>	<p>Renaissance Reading Stations & Answers</p> <p>Analyzing Sources: Harlem Renaissance</p> <p>The Great Migration: Crash Course</p> <p>Crash Course: World, US & European History</p> <p>C-Span Lessons & Resources</p> <p>Facing History & Ourselves Lessons & Resources</p> <p>Actively Learn Resources</p> <p>The Effects of Slavery on 20th Century African American Migration Lecture & Reading</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets
<p>5. A Clash of Values</p> <p>2 Days</p>	<p>Describe examples of social conflict that occurred during the 1920s</p> <p>Explain why nativism strengthen during the 1920s & how government responded</p> <p>Analyze the impact of the changing roles of women during the 1920s</p> <p>Examine the impact of Prohibition on American society.</p>	<p>America in Color: 1920s Movie with Viewing Guide</p> <p>Organized Crime Police Report Activity</p> <p>Prohibition Infographic with Questions</p> <p>America in Color: Organized Crime (2018)</p> <p>Crash Course: World, US & European History</p> <p>C-Span Lessons & Resources</p> <p>Facing History & Ourselves Lessons & Resources</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets

		Actively Learn Resources The Great Gatsby (2013)	
5. Review of Progressivism & the Jazz Age 2 Days	Analyze perspectives of people living in the 1920s Explain the importance of cultural & artistic contributions during the period	1920s Dinner Party Project Review sheets Crash Course Videos Review Activities	<ul style="list-style-type: none"> • Test • Project

Standards

SOC.6.1.12.CivicsDP.5.a	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
SOC.6.1.12.EconEM.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
SOC.6.1.12.GeoHE.5.a	Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
SOC.6.1.12.EconEM.5.a	Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
SOC.6.1.12.EconNE.5.b	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
SOC.6.1.12.HistoryCC.5.a	Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.
SOC.6.1.12.CivicsDP.6.a	Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
SOC.6.1.12.CivicsDP.6.b	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
SOC.6.1.12.CivicsPR.6.a	Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
SOC.6.1.12.GeoHE.6.a	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
SOC.6.1.12.EconGE.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
SOC.6.1.12.EconEM.6.a	Determine how supply and demand influenced price and output during the Industrial Revolution.
SOC.6.1.12.EconNE.6.a	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
SOC.6.1.12.HistoryCC.6.a	Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e., Paterson Silk Strike) and the United States during this period.
SOC.6.1.12.HistoryCC.6.b	Compare and contrast the foreign policies of American presidents during this time

	period and analyze how these presidents contributed to the United States becoming a world power.
SOC.6.1.12.HistoryCC.6.c	Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).
SOC.6.1.12.HistoryCA.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
SOC.6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
SOC.6.1.12.GeoHE.8.a	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
SOC.6.1.12.EconET.8.a	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
SOC.6.1.12.EconNE.8.a	Analyze the push-pull factors that led to the Great Migration.
SOC.6.1.12.HistoryCC.8.a	Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
SOC.6.1.12.HistoryCC.8.b	Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.
SOC.6.1.12.HistoryCC.8.c	Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

Suggested Modifications for Special Education, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Special Education*:

- Collaboration between Content Education and Special Education teachers
- Preferential seating to minimize distractions
- Printed and highlighted notes
- Modified tests, quizzes, worksheets, and written assignments
- Repetition of directions and refocus activities
- Test, quiz, and assessment questions read aloud if needed
- Allow for extended time on assessments and assignments
- Alternative assessment formats (oral exams, project-based assessments)
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

504-Eligible Students*:

- Collaboration between teachers and support staff to ensure accommodations are met
- Preferential seating to minimize distractions
- Extended time on assessments and assignments
- Access to printed and highlighted notes
- Option for verbal or dictated responses on assignments and assessments
- Reduced workload or modified assignments as needed
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Alternative assessment formats (oral exams, project-based assessments)

- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

Multilingual Language Learners (MLL):

- Collaboration between Content Education and ESL teachers
- Use of audio recordings when applicable
- Use of translation dictionaries when applicable
- Provide opportunities for oral responses and assessments
- Allow use of computer or other technological devices for assignments
- Highlight important notes and key concepts
- Use of graphic organizers to support comprehension
- Assign a peer liaison for additional support
- Incorporation of visual aids and real-world examples to reinforce concepts
- Modified assignments to focus on essential content
- Additional scaffolding such as sentence starters and guided practice

At-Risk Students:

- Small group instruction or one-on-one support when possible
- Clear, step-by-step instructions and modeling of tasks
- Use of engaging, real-world connections to make content more relevant
- Frequent feedback and progress monitoring
- Additional scaffolding (sentence starters, guided practice, visual supports)
- Peer mentoring and collaborative learning opportunities
- Encouragement of active participation through hands-on and interactive learning
- Flexible deadlines and opportunities for revision and reassessment
- Regular check-ins with teacher or counselor for academic and emotional support
- Positive reinforcement and goal-setting strategies to encourage motivation and engagement

Gifted Students:

- Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
- Incorporate outside sources (media, content, community resources) for further study that are thematic in nature
- Promote self-directed and self-initiated learning opportunities
- Allow for the development of productive thinking skills to encourage students to generate new knowledge
- Provide opportunities for leadership roles in collaborative projects
- Offer independent research projects and inquiry-based assignments
- Encourage critical analysis of multiple perspectives and interpretations of historical events

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Computer Sci Design Thinking

CS.9-12.8.1.12.IC.3	Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
CS.9-12.8.2.12.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.
CS.9-12.8.2.12.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.
CS.9-12.8.2.12.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.
CS.9-12.8.2.12.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.
CS.9-12.8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
WRK.9.2.12.CAP.16	Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.
WRK.9.2.12.CAP.17	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
WRK.9.2.12.CAP.18	Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).
WRK.9.2.12.CAP.19	Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Unit 3: The Great Depression and the New Deal

Content Area: **Sample Content Area**
Course(s):
Time Period:
Length:
Status: **Awaiting Review**

Summary of the Unit

This unit explores the Great Depression, one of the most severe economic crises in American history, and the federal government's response through Franklin D. Roosevelt's New Deal policies. Students will begin with an introduction to the Great Depression, examining its causes, including the stock market crash of 1929, bank failures, overproduction, and economic inequality. The unit will then analyze President Herbert Hoover's response, his reliance on voluntary business cooperation, and the public backlash against his policies.

Students will gain insight into life during the Great Depression, studying how families, workers, farmers, and minorities were affected by widespread unemployment, migration, and government relief programs. The unit will then transition to the First and Second New Deals, exploring Roosevelt's use of federal programs to provide relief, create jobs, and regulate the economy. Key legislation such as the Social Security Act, Agricultural Adjustment Act (AAA), Works Progress Administration (WPA), and National Industrial Recovery Act (NIRA) will be analyzed for their effectiveness and long-term impact.

Finally, the unit will conclude with a review of the Great Depression and New Deal, allowing students to reflect on the success and limitations of these policies, their impact on the role of government, and their influence on modern economic policies. Through this study, students will evaluate how the Great Depression reshaped American government, society, and economic policies, with lasting effects that continue to shape public policy today.

Enduring Understandings

The students will understand that

- the Great Depression was caused by a combination of economic instability, financial speculation, and structural weaknesses in the U.S. economy.
- Herbert Hoover's response to the Great Depression relied on voluntary efforts and limited government intervention, which failed to address the growing crisis.
- the economic hardships of the Great Depression affected all Americans, but some groups, such as farmers, minorities, and the unemployed, suffered disproportionately.
- the New Deal fundamentally changed the role of the federal government by increasing its involvement in economic regulation, social welfare, and labor protections.
- the successes and failures of the New Deal continue to influence modern debates on government intervention in the economy.

Essential Questions

1. What were the causes of the Great Depression, and how did economic and financial instability contribute to the crisis?
2. How did President Hoover respond to the Great Depression, and why were his policies largely unsuccessful?
3. How did the Great Depression impact the daily lives of Americans, especially marginalized groups such as women and African Americans, and what strategies did they use to cope with

economic hardship?

4. What were the major programs of the First and Second New Deals, and how did they address the economic challenges of the Great Depression?
5. In what ways did New Deal programs attempt to provide relief, recovery, and reform?
6. How did the New Deal redefine the role of the federal government, and what were its long-term effects on American society and economy?
7. What were the major criticisms of the New Deal, and how did different political and social groups respond to Roosevelt's policies?
8. How does the legacy of the Great Depression and the New Deal continue to influence modern government policies and responses to economic crises?
9. What lessons from this era can be applied to modern economic challenges?

Summative Assessment and/or Summative Criteria

Assessments can include the following:

1. Essays and Research Papers
 1. Criteria: Students will write analytical essays or research papers that demonstrate their understanding of key historical events, policies, or movements. The essay should provide evidence-based analysis, including references to primary and secondary sources.
 2. Assessment Focus: Depth of analysis, historical accuracy, coherence of argument, and use of supporting evidence.
2. Multiple-Choice Tests
 1. Criteria: Students will complete a multiple-choice exam that assesses their knowledge of key events, figures, and concepts from the curriculum.
 2. Assessment Focus: Recall of factual information, understanding of historical context, and recognition of significant events or figures.
3. Document-Based Questions (DBQ)
 1. Criteria: Students will analyze a series of primary source documents related to a specific historical event or theme and write an essay based on these documents.
 2. Assessment Focus: Critical thinking, interpretation of primary sources, ability to synthesize information, and historical argumentation.
4. Presentations
 1. Criteria: Students will create and present a multimedia presentation on a specific topic from the curriculum, demonstrating their ability to organize and communicate historical information effectively.
 2. Assessment Focus: Clarity of presentation, use of multimedia (e.g., slides, videos), depth of research, and ability to answer questions.
5. Class Discussions and Debates
 1. Criteria: Students will participate in class discussions or debates on key historical issues, demonstrating their ability to express informed opinions and engage with different viewpoints.
 2. Assessment Focus: Knowledge of the topic, engagement with peers, clarity of arguments, and critical thinking.
6. Timelines and Infographics
 1. Criteria: Students will create a timeline or infographic that visually represents key events or developments from a specific historical period or topic.
 2. Assessment Focus: Accuracy, clarity, and visual organization of historical events and concepts.
7. Short-Answer Questions
 1. Criteria: Students will answer short-answer questions that test their understanding of

- specific events, figures, or concepts from the course.
2. Assessment Focus: Concise and accurate responses, clarity of thought, and historical detail.
8. Research Projects
 1. Criteria: Students will conduct a research project on a selected historical topic, gathering and analyzing primary and secondary sources, and presenting their findings in a written report.
 2. Assessment Focus: Research skills, analysis of sources, organization of findings, and ability to synthesize information.
 9. Peer Reviews
 1. Criteria: Students will provide constructive feedback on each other's work, including essays, projects, or presentations.
 2. Assessment Focus: Ability to assess the quality of work, provide clear and helpful feedback, and engage with peers' ideas.
 10. Group Projects
 1. Criteria: Students will work collaboratively in small groups to research and present a specific historical topic, demonstrating teamwork, research skills, and presentation abilities.
 2. Assessment Focus: Teamwork, contribution to the project, organization, and effective communication.
 11. Quizzes
 1. Criteria: Students will take quizzes to assess their understanding of specific lessons or topics.
 2. Assessment Focus: Knowledge retention, clarity of understanding, and mastery of key concepts.
 12. Final Summative Test
 1. Criteria: A comprehensive final exam that assesses the overall understanding of the material covered throughout the course.
 2. Assessment Focus: Overall comprehension of historical events, trends, figures, and concepts, with a focus on analysis, synthesis, and application of knowledge.

Resources

Textbook Resources

McGraw Hill textbook (primary), American Vision textbook (secondary), Actively Learn (McGraw Hill), Inquiry Journal activities (McGraw Hill)

Web-based Resources

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Museum/Institute Resources

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Teacher Selected or Teacher Made Resources

Various period-specific Primary Sources, various period-specific Secondary Sources, various period-specific Map resources, provided or teacher-created worksheets, guided readings, graphic organizers

Documentary Resources

America: The Story of Us (History Channel), other listed History Channel documentaries

Other supplemental materials mentioned in Unit Plans

Unit Plan

Topics/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
1. Introducing the Great Depression	Identify & analyze the causes of the Great Depression	<p>New American Lecture</p> <p>Great Depression Simulation Lecture</p> <p>Causes of the Great Depression Graphic Organizer</p> <p>Understanding Time & Place: Pages 472-474: Read & Answer the Questions</p> <p>Crash Course: World, US & European History</p> <p>American in Color: 1930s C-Span Lessons & Resources</p> <p>Facing History & Ourselves Lessons & Resources</p> <p>Actively Learn Resources</p> <p>Topic Vocabulary</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets
2. Hoover's Response to the Great Depression	<p>Describe Hoover's viewpoint on the role of the Federal Government.</p> <p>Identify the impact of Hoover's response on economic recovery</p> <p>Describe the impact of civic action & protest on changes in the Federal government & its response to the Great Depression.</p>	<p>New American Lecture</p> <p>Great Depression Simulation Lecture</p> <p>Hoover's Response (Pages 475-480): Read & Answer the Check in Questions</p> <p>Stock Market Simulation</p> <p>Crash Course: World, US & European History C-Span Lessons & Resources</p> <p>Facing History & Ourselves Lessons & Resources</p> <p>Actively Learn Resources C-Span Lessons & Resources</p> <p>Facing History & Ourselves Lessons & Resources</p> <p>Actively Learn Resources C-Span Lessons & Resources</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets
3. Life During	Describe the impact of the	New American Lecture	<ul style="list-style-type: none"> • Quizzes

<p>the Great Depression</p>	<p>Great Depression on the American People including minority groups.</p> <p>Explain the impact of the Dust Bowl on American Farmers</p> <p>Analyze how businesses responded to the Great Depression</p>	<p>Great Depression Simulation Lecture</p> <p>Crash Course: World, US & European History C-Span Lessons & Resources</p> <p>Facing History & Ourselves Lessons & Resources</p> <p>Actively Learn Resources</p> <p>Hobos During the Great Depression Secret Language Activity</p> <p>Mexican American Repatriation Guided Reading</p>	<ul style="list-style-type: none"> • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets
<p>4. The First New Deal</p>	<p>Explain the government changes that occurred during the 1st New Deal.</p> <p>Summarize the rise of Roosevelt & his philosophy for ending the Great Depression.</p> <p>Identify & describe the programs in the 1st New Deal.</p>	<p>New American Lecture</p> <p>Great Depression Simulation Lecture</p> <p>Crash Course: World, US & European History C-Span Lessons & Resources</p> <p>Facing History & Ourselves Lessons & Resources</p> <p>Actively Learn Resources</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets
<p>5. The Second New Deal</p>	<p>Identify & describe the programs in the 2nd New Deal.</p> <p>Explain how the goals of the 2nd New Deal were different from the 1st New Deal.</p>	<p>New American Lecture</p> <p>Great Depression Simulation Lecture</p> <p>Crash Course: World, US & European History C-Span Lessons & Resources</p> <p>Facing History & Ourselves Lessons & Resources</p> <p>Actively Learn Resources</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets
<p>6. Reviewing the Great Depression & New Deal</p>	<p>Analyze the causes and effects of the Great Depression, examining its economic, political, and social impact on American society.</p>	<p>New Deal Debate: Success or Failure?</p> <p>New Deal Legislation Gallery Walk Activity</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion

	<p>Evaluate the key programs of the New Deal and assess their effectiveness in addressing the challenges of the Great Depression.</p> <p>Compare the long-term effects of the Great Depression and New Deal policies on modern government and economic policies.</p>	<p>Cinderella Man with Viewing Guide</p> <p>Then and Now: The Great Depression vs. Modern Economic Crises</p>	<ul style="list-style-type: none"> ● Project completion ● Map activities ● DBQ questions ● Vocabulary assessments ● Free-Response Essay questions ● Test questions ● Projects ● Exit tickets
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Standards

SOC.6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
SOC.6.1.12.CivicsPR.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).
SOC.6.1.12.GeoHE.10.a	Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.
SOC.6.1.12.EconEM.10.a	Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
SOC.6.1.12.EconNE.10.a	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
SOC.6.1.12.EconNE.10.b	Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
SOC.6.1.12.HistoryCA.10.a	Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).
SOC.6.1.12.HistoryCA.10.b	Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.
SOC.6.1.12.HistoryCA.10.c	Analyze how other nations responded to the Great Depression.

Suggested Modifications for Special Education, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Special Education*:

- Collaboration between Content Education and Special Education teachers
- Preferential seating to minimize distractions
- Printed and highlighted notes
- Modified tests, quizzes, worksheets, and written assignments
- Repetition of directions and refocus activities
- Test, quiz, and assessment questions read aloud if needed
- Allow for extended time on assessments and assignments
- Alternative assessment formats (oral exams, project-based assessments)
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured

timelines)

504-Eligible Students*:

- Collaboration between teachers and support staff to ensure accommodations are met
- Preferential seating to minimize distractions
- Extended time on assessments and assignments
- Access to printed and highlighted notes
- Option for verbal or dictated responses on assignments and assessments
- Reduced workload or modified assignments as needed
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Alternative assessment formats (oral exams, project-based assessments)
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

Multilingual Language Learners (MLL):

- Collaboration between Content Education and ESL teachers
- Use of audio recordings when applicable
- Use of translation dictionaries when applicable
- Provide opportunities for oral responses and assessments
- Allow use of computer or other technological devices for assignments
- Highlight important notes and key concepts
- Use of graphic organizers to support comprehension
- Assign a peer liaison for additional support
- Incorporation of visual aids and real-world examples to reinforce concepts
- Modified assignments to focus on essential content
- Additional scaffolding such as sentence starters and guided practice

At-Risk Students:

- Small group instruction or one-on-one support when possible
- Clear, step-by-step instructions and modeling of tasks
- Use of engaging, real-world connections to make content more relevant
- Frequent feedback and progress monitoring
- Additional scaffolding (sentence starters, guided practice, visual supports)
- Peer mentoring and collaborative learning opportunities
- Encouragement of active participation through hands-on and interactive learning
- Flexible deadlines and opportunities for revision and reassessment
- Regular check-ins with teacher or counselor for academic and emotional support
- Positive reinforcement and goal-setting strategies to encourage motivation and engagement

Gifted Students:

- Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
- Incorporate outside sources (media, content, community resources) for further study that are thematic in nature
- Promote self-directed and self-initiated learning opportunities
- Allow for the development of productive thinking skills to encourage students to generate new knowledge
- Provide opportunities for leadership roles in collaborative projects
- Offer independent research projects and inquiry-based assignments
- Encourage critical analysis of multiple perspectives and interpretations of historical events

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Computer Sci Design Thinking

CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.2.12.ED.5	Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
CS.9-12.8.2.12.ETW.3	Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
CS.9-12.8.2.12.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.
CS.9-12.8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
CS.9-12.8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
WRK.9.2.12.CAP.16	Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.
WRK.9.2.12.CAP.18	Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).
WRK.9.2.12.CAP.19	Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.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).

Unit 4: World War II

Content Area: **Sample Content Area**
Course(s):
Time Period:
Length:
Status: **Awaiting Review**

Summary of the Unit

This unit examines the complexity and enormity of World War II, one of the most significant conflicts in human history, exploring both its military and humanitarian dimensions and its profound impact on the United States and the world. Students will begin by analyzing the global context of the 1930s, including the unresolved tensions from World War I, the rise of authoritarian regimes in Germany, Italy, and Japan, and the failures of appeasement policies that emboldened aggression. They will study the causes of the war, focusing on how expansionist policies, economic instability, and militarism set the stage for global conflict.

A major turning point was the attack on Pearl Harbor in 1941, which propelled the United States into the war. Students will examine how American mobilization transformed the economy, workforce, and society, as industries shifted to wartime production, and diverse groups—including women and minorities—played key roles on the home front.

The unit will then focus on major military campaigns in both theaters of war. In Europe, students will analyze key battles such as the D-Day invasion, the Battle of Stalingrad, and the eventual fall of Nazi Germany. In the Pacific Theater, they will explore the island-hopping strategy, the significance of the Battle of Midway, and the factors leading to the use of atomic bombs on Hiroshima and Nagasaki. The ethical, political, and military considerations behind the Manhattan Project and the global ramifications of nuclear warfare will be critically examined.

A crucial component of this unit is the study of the Holocaust, the systematic genocide carried out by Nazi Germany. Students will investigate the ideological underpinnings of antisemitism, the progression from discriminatory laws like the Nuremberg Laws to the Final Solution, and the role of propaganda in dehumanizing victims. The American response to the Holocaust—including the delayed recognition of atrocities, debates over immigration policies, and the liberation of concentration camps—will be explored. The unit will also examine the post-war consequences of the Holocaust, including the Nuremberg Trials, the establishment of human rights laws, and the formation of the United Nations to prevent future genocides.

By the end of this unit, students will understand the causes, key events, and consequences of World War II, as well as its role in reshaping global politics, military strategies, and human rights discussions. They will reflect on the long-term impact of the war, including its role in shaping the Cold War, influencing international relations, and redefining the responsibilities of nations in promoting global peace and justice. This unit underscores the lasting significance of World War II and its impact on the modern world.

Enduring Understandings

The students will understand that:

- The origins of World War II were rooted in unresolved issues from World War I, economic instability, and the rise of totalitarian regimes.
- The United States' entry into WWII led to significant economic and social changes, including mass mobilization, industrial growth, and shifts in workforce demographics.

- The war in Europe and the Pacific involved strategic military campaigns, technological advancements, and critical battles that determined the outcome of the conflict.
- The Holocaust was a genocide that resulted in the systematic persecution and murder of millions, highlighting the dangers of racism, authoritarianism, and intolerance, and revealed the devastating consequences of unchecked prejudice.
- World War II reshaped global politics and society and had lasting effects on global politics, leading to the creation of the United Nations, the start of the Cold War, and shifts in power among nations.
- The war's outcomes continue to influence international relations and human rights discourse.

Essential Questions

1. What factors led to the outbreak of World War II, and how did the rise of authoritarian regimes and the failures of appeasement contribute to global conflict?
2. How did the United States mobilize for war, and what impact did this have on the economy, workforce, and society?
3. What were the key military strategies and turning points in World War II in both the European and Pacific theaters?
4. How did the Holocaust unfold, and what lessons does it teach about the dangers of unchecked prejudice and authoritarianism?
5. What were the immediate and long-term effects of World War II on the United States and the world?
6. How did the end of World War II and the establishment of the United Nations shape post-war geopolitics and global cooperation?

Summative Assessment and/or Summative Criteria

Assessments can include the following:

1. Essays and Research Papers
 1. Criteria: Students will write analytical essays or research papers that demonstrate their understanding of key historical events, policies, or movements. The essay should provide evidence-based analysis, including references to primary and secondary sources.
 2. Assessment Focus: Depth of analysis, historical accuracy, coherence of argument, and use of supporting evidence.
2. Multiple-Choice Tests
 1. Criteria: Students will complete a multiple-choice exam that assesses their knowledge of key events, figures, and concepts from the curriculum.
 2. Assessment Focus: Recall of factual information, understanding of historical context, and recognition of significant events or figures.
3. Document-Based Questions (DBQ)
 1. Criteria: Students will analyze a series of primary source documents related to a specific historical event or theme and write an essay based on these documents.
 2. Assessment Focus: Critical thinking, interpretation of primary sources, ability to synthesize information, and historical argumentation.
4. Presentations
 1. Criteria: Students will create and present a multimedia presentation on a specific topic from the curriculum, demonstrating their ability to organize and communicate historical information effectively.
 2. Assessment Focus: Clarity of presentation, use of multimedia (e.g., slides, videos), depth of research, and ability to answer questions.

5. Class Discussions and Debates
 1. Criteria: Students will participate in class discussions or debates on key historical issues, demonstrating their ability to express informed opinions and engage with different viewpoints.
 2. Assessment Focus: Knowledge of the topic, engagement with peers, clarity of arguments, and critical thinking.
6. Timelines and Infographics
 1. Criteria: Students will create a timeline or infographic that visually represents key events or developments from a specific historical period or topic.
 2. Assessment Focus: Accuracy, clarity, and visual organization of historical events and concepts.
7. Short-Answer Questions
 1. Criteria: Students will answer short-answer questions that test their understanding of specific events, figures, or concepts from the course.
 2. Assessment Focus: Concise and accurate responses, clarity of thought, and historical detail.
8. Research Projects
 1. Criteria: Students will conduct a research project on a selected historical topic, gathering and analyzing primary and secondary sources, and presenting their findings in a written report.
 2. Assessment Focus: Research skills, analysis of sources, organization of findings, and ability to synthesize information.
9. Peer Reviews
 1. Criteria: Students will provide constructive feedback on each other's work, including essays, projects, or presentations.
 2. Assessment Focus: Ability to assess the quality of work, provide clear and helpful feedback, and engage with peers' ideas.
10. Group Projects
 1. Criteria: Students will work collaboratively in small groups to research and present a specific historical topic, demonstrating teamwork, research skills, and presentation abilities.
 2. Assessment Focus: Teamwork, contribution to the project, organization, and effective communication.
11. Quizzes
 1. Criteria: Students will take quizzes to assess their understanding of specific lessons or topics.
 2. Assessment Focus: Knowledge retention, clarity of understanding, and mastery of key concepts.
12. Final Summative Test
 1. Criteria: A comprehensive final exam that assesses the overall understanding of the material covered throughout the course.
 2. Assessment Focus: Overall comprehension of historical events, trends, figures, and concepts, with a focus on analysis, synthesis, and application of knowledge.

Resources

Textbook Resources

McGraw Hill textbook (primary), American Vision textbook (secondary), Actively Learn (McGraw Hill), Inquiry Journal activities (McGraw Hill)

Web-based Resources

TeachingHistory.org, GimKit, Quizizz, Quizlet, Kahoot, EdPuzzle, Nearpod, Peardeck, Digital Inquiry Group, PBS, C-Span, Crash Course: World, US & European History

Museum/Institute Resources

Holocaust Museum Resources, Teach Rock Resources, DBQ Project Materials, National Museum of American History Resources, National Endowment for the Humanities Resources, Gilder Lehrman Institute Resources, various Public Library Sources, Angel Island Immigration Station Resources (<https://www.aiisf.org/curriculum>)

Teacher Selected or Teacher Made Resources

Various period-specific Primary Sources, various period-specific Secondary Sources, various period-specific Map resources, provided or teacher-created worksheets, guided readings, graphic organizers

Documentary Resources

America: The Story of Us (History Channel), other listed History Channel documentaries

Online Resources for this Unit

- [WWII Classroom](#)
- [Teaching Tolerance](#)
- [Digital Inquiry](#)

Other supplemental materials mentioned in Unit Plans

Unit Plan

Topics/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
1. Introducing WWII	Identify the factors that led to WWII	Vocabulary: Copy Down Words & Definitions America in Color: 1940s	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets
2. Origins of WWII	Identify the factors that led to the rise of dictators in Europe and military leaders taking control of Japan. Summarize why European leaders tried to appease Adolf Hitler	Rise of Dictators Jigsaw or Stations Activity Events Leading Up To WWII Timeline New American Lecture on the Rise of Dictators & Key Causes of World War II	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions

	Identify the key causes of WWII	<p>Actively Learn: The German Soviet Pact Teaching Tolerance Lessons & Resources</p> <p>Digital Inquiry Group Lessons & Resources</p> <p>WWII Classroom: Europe, Pacific & Real World Science Lessons</p> <p>Causes of WWII Guided Reading</p>	<ul style="list-style-type: none"> • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets
3. The US Mobilizes for War	<p>Analyze how the federal government mobilized & transformed the economy for wartime manufacturing</p> <p>Describe how minorities & women contributed to the armed forces & economy despite racism & discrimination.</p> <p>Explain how Japanese, German & Italian Americans were discriminated against & detained during the war.</p> <p>Summarize how the United States responded to the Pearl Harbor attacks.</p>	<p>New America Lecture</p> <p>Inquiry Activity: Understanding Multiple Perspectives about American Neutrality (Textbook: Page: 529)</p> <p>Actively Learn: World War II</p> <p>American Homefront: Jigsaw or Stations or Topic Group Presentations</p> <p>Pearl Harbor Infographic & Questions</p> <p>Pearl Harbor Stations</p> <p>Pearl Harbor (2001)</p> <p>Korematsu V. United States Case Study</p> <p>Japanese Internment DBQ</p> <p>Crash Course: World, US & European History Teaching Tolerance Lessons & Resources</p> <p>Digital Inquiry Group Lessons & Resources</p> <p>World War II Classroom: The Homefront, Our War Too & Real World Science Lessons</p> <p>Resistance at Tule Lake</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets
4. World War II in Europe	<p>Describe the reasons for U.S. Military Invasion in North Africa.</p> <p>Explain the military strategies in the European Theater including the bombing campaigns and invasion points.</p> <p>Identify the significance of the Tehran Declaration Describe</p>	<p>Saving Private Ryan (1998)</p> <p>Monuments Men (2014)</p> <p>Crash Course: World, US & European History</p> <p>World War II Battles of Europe Stations or Jigsaw</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary

	<p>the events of D-Day.</p>	<p>Actively Learn: World War II</p> <p>World War II in Europe Reading & Questions (p. 541)</p> <p>D-Day Invasion Timeline Activity or Infographic</p> <p>C-Span Lessons & Resources</p> <p>Teaching Tolerance Lessons & Resources</p> <p>Digital Inquiry Group Lessons & Resources</p> <p>World War II Classroom: European Theater & Real World Science Lessons</p> <p>The World Wars</p> <p>Medal of Honor</p>	<p>assessments</p> <ul style="list-style-type: none"> • Free-Response Essay questions • Test questions • Projects • Exit tickets
<p>5. World War II in the Pacific</p>	<p>Describe the significance of the Bataan Death March and the fall of the Philippines along with the contributions of the resistance forces.</p> <p>Explain the military strategies in used in the Pacific Theater.</p> <p>Describe the importance of the Navajo Code Talkers to the success of the United States in the Pacific.</p> <p>Describe the Island Hopping strategy & identify the significance of Iwo Jima & Okinawa.</p> <p>Explain the rationale for the atomic bombings in Japan & the necessity for unconditional surrender.</p>	<p>Midway (2019)</p> <p>Crash Course: World, US & European History</p> <p>Unbroken (2014)</p> <p>Red Tails (2012)</p> <p>Timeline of the Pacific Theater</p> <p>Bataan Death March Primary Source Reading & Questions</p> <p>Facing History & Ourselves Resource</p> <p>Actively Learn: World War II</p> <p>World War II in the Pacific Reading & Check in Questions (p.547)</p> <p>C-Span Lessons & Resources</p> <p>Teaching Tolerance Lessons & Resources</p> <p>Digital Inquiry Group Lessons & Resources</p> <p>World War II Classroom: Pacific Theater & Real World Science Lessons</p> <p>Pacific Theatre Stations</p> <p>To Drop the Bomb or Not to</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets

		Drop the Bomb Class Debate Letters from Iwo Jima	
6. The Holocaust	<p>Identify the Nazi Justification for Jewish Persecution.</p> <p>Analyze how the Holocaust aimed to eliminate the Jewish people from Europe.</p> <p>Explain why the Holocaust was a pivotal event for Europe & the World.</p> <p>Identify & analyze the other groups that the Nazis persecuted including people with disabilities, Roma Sinti, homosexuals, Polish people, Afro-Germans, intellectuals, communists & Slavic peoples.</p> <p>Summarize the American response to the Holocaust (before, during & after).</p> <p>Describe the Journey of the S.S. St. Louis.</p>	<p>New American Lecture on the Holocaust & 10 Stages of Genocide.</p> <p>Resources from USHMM</p> <p>Resources from Facing History & Ourselves</p> <p>Actively Learn: The Holocaust</p> <p>Holocaust 1st or 2nd Generation Survivor Assembly</p> <p>Schindler's List (1993)</p> <p>Crash Course: World, US & European History</p> <p>C-Span Lessons & Resources</p> <p>Teaching Tolerance Lessons & Resources</p> <p>Digital Inquiry Group Lessons & Resources</p> <p>Resistance Groups Research Project & Presentation</p> <p>Resistance Groups Stations Activity</p> <p>The Last Days (1998)</p> <p>The U.S. & The Holocaust</p> <p>The Book Thief</p> <p>America's Response to the Holocaust</p> <p>America's Response to Genocide Comparison Lesson (Including: Trail of Tears, Slavery & the Amistad, Armenia & the Holocaust)</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets
Review: WWII and the Holocaust		<p>Review sheets</p> <p>Crash Course Videos</p> <p>Review Materials</p>	<ul style="list-style-type: none"> • Unit Test • Project

Standards

SOC.6.1.12.CivicsDP.11.a	Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
SOC.6.1.12.CivicsHR.11.a	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.CivicsHR.11.b	Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
SOC.6.1.12.EconET.11.a	Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.
SOC.6.1.12.EconNE.11.a	Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
SOC.6.1.12.HistoryCC.11.a	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
SOC.6.1.12.HistoryCA.11.a	Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
SOC.6.1.12.HistoryCA.11.b	Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).
SOC.6.1.12.HistoryCC.11.b	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
SOC.6.1.12.HistoryUP.11.a	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
SOC.6.1.12.HistoryUP.11.b	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

Suggested Modifications for Special Education, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Special Education*:

- Collaboration between Content Education and Special Education teachers
- Preferential seating to minimize distractions
- Printed and highlighted notes
- Modified tests, quizzes, worksheets, and written assignments
- Repetition of directions and refocus activities
- Test, quiz, and assessment questions read aloud if needed
- Allow for extended time on assessments and assignments
- Alternative assessment formats (oral exams, project-based assessments)
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

504-Eligible Students*:

- Collaboration between teachers and support staff to ensure accommodations are met
- Preferential seating to minimize distractions
- Extended time on assessments and assignments

- Access to printed and highlighted notes
- Option for verbal or dictated responses on assignments and assessments
- Reduced workload or modified assignments as needed
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Alternative assessment formats (oral exams, project-based assessments)
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

Multilingual Language Learners (MLL):

- Collaboration between Content Education and ESL teachers
- Use of audio recordings when applicable
- Use of translation dictionaries when applicable
- Provide opportunities for oral responses and assessments
- Allow use of computer or other technological devices for assignments
- Highlight important notes and key concepts
- Use of graphic organizers to support comprehension
- Assign a peer liaison for additional support
- Incorporation of visual aids and real-world examples to reinforce concepts
- Modified assignments to focus on essential content
- Additional scaffolding such as sentence starters and guided practice

At-Risk Students:

- Small group instruction or one-on-one support when possible
- Clear, step-by-step instructions and modeling of tasks
- Use of engaging, real-world connections to make content more relevant
- Frequent feedback and progress monitoring
- Additional scaffolding (sentence starters, guided practice, visual supports)
- Peer mentoring and collaborative learning opportunities
- Encouragement of active participation through hands-on and interactive learning
- Flexible deadlines and opportunities for revision and reassessment
- Regular check-ins with teacher or counselor for academic and emotional support
- Positive reinforcement and goal-setting strategies to encourage motivation and engagement

Gifted Students:

- Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
- Incorporate outside sources (media, content, community resources) for further study that are thematic in nature
- Promote self-directed and self-initiated learning opportunities
- Allow for the development of productive thinking skills to encourage students to generate new knowledge
- Provide opportunities for leadership roles in collaborative projects
- Offer independent research projects and inquiry-based assignments
- Encourage critical analysis of multiple perspectives and interpretations of historical events

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Computer Sci Design Thinking

CS.9-12.8.1.12.IC.3	Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
CS.9-12.8.1.12.NI.2	Evaluate security measures to address various common security threats.
CS.9-12.8.2.12.ED.4	Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.
CS.9-12.8.2.12.ED.6	Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).
CS.9-12.8.2.12.ETW.3	Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
CS.9-12.8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
CS.9-12.8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

PFL.9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
WRK.9.2.12.CAP.16	Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.
WRK.9.2.12.CAP.17	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.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).

Unit 5: Cold War Foreign Policy

Content Area: **Sample Content Area**

Course(s):

Time Period:

Length:

Status: **Awaiting Review**

Summary of the Unit

This unit examines the evolution of U.S. foreign policy during the Cold War, a period of intense geopolitical rivalry between the United States and the Soviet Union. Beginning with the early Cold War years, students will explore the origins of the conflict, including the ideological divide between capitalism and communism, the Truman Doctrine, the Marshall Plan, and the formation of NATO. The policy of containment will be a central theme as students analyze how the U.S. sought to prevent the spread of communism through diplomacy, military alliances, and intervention in global conflicts such as the Korean War and the Cuban Missile Crisis.

The unit will then move into U.S. foreign policy in the 1950s and 1960s, focusing on the role of Presidents Eisenhower, Kennedy, and Johnson in Cold War affairs. Students will examine events such as the arms race, space race, the Vietnam War, and U.S. relations with the Soviet Union and China. The shifting strategies of the 1970s and 1980s will also be explored, highlighting the policy of détente under Nixon, the Helsinki Accords, the Iran Hostage Crisis, and Reagan's more aggressive approach to combating Soviet influence. Students will assess how the Cold War affected global regions such as Latin America, Africa, and the Middle East, where the U.S. and the USSR often supported opposing sides in proxy wars.

Finally, students will examine the end of the Cold War, evaluating how factors such as economic decline in the Soviet Union, the rise of reform movements, arms reduction agreements, and the leadership of figures like Mikhail Gorbachev and Ronald Reagan contributed to the collapse of the Soviet Union in 1991. By the end of this unit, students will have a comprehensive understanding of how Cold War foreign policy shaped international relations, influenced domestic policies, and solidified the United States' role as a global superpower. They will also reflect on the long-term consequences of Cold War foreign policy, including its impact on modern U.S. foreign relations and contemporary international conflicts.

Enduring Understandings

The students will understand that:

- the Cold War was rooted in ideological, political, and economic differences between the United States and the Soviet Union, shaping global conflicts for decades.
- the U.S. pursued a policy of containment to prevent the spread of communism, leading to military interventions, alliances, and diplomatic efforts.
- U.S. foreign policy evolved over time, shifting from direct military involvement to diplomatic negotiations and arms control agreements.
- the Cold War significantly influenced international relations, including U.S. involvement in proxy wars and the development of global alliances.
- the eventual collapse of the Soviet Union was the result of multiple factors, including economic struggles, political reforms, and international pressure.
- Cold War policies were shaped by ideological conflict between the U.S. and the Soviet Union, influencing global alliances and conflicts
- this period highlights the complexities of diplomacy, military strategy, and nuclear deterrence.

Essential Questions

1. What were the origins of the Cold War, and how did ideological differences between the U.S. and the Soviet Union shape foreign policy?
2. How did the policy of containment influence U.S. involvement in global conflicts such as Korea, Vietnam, and other regions?
3. What major foreign policy strategies did the U.S. pursue during the 1950s and 1960s, and how did they impact global affairs?
4. How did Cold War foreign policy evolve in the 1970s and 1980s, and what role did diplomacy and nuclear deterrence play in maintaining global stability?
5. What key factors led to the end of the Cold War, and how did U.S. foreign policy contribute to its resolution?
6. How did Cold War policies shape America's global influence and its role in international conflicts beyond the Cold War era?
7. In what ways did Cold War tensions and policies affect domestic life and American culture?

Summative Assessment and/or Summative Criteria

Assessments can include the following:

1. Essays and Research Papers
 1. Criteria: Students will write analytical essays or research papers that demonstrate their understanding of key historical events, policies, or movements. The essay should provide evidence-based analysis, including references to primary and secondary sources.
 2. Assessment Focus: Depth of analysis, historical accuracy, coherence of argument, and use of supporting evidence.
2. Multiple-Choice Tests
 1. Criteria: Students will complete a multiple-choice exam that assesses their knowledge of key events, figures, and concepts from the curriculum.
 2. Assessment Focus: Recall of factual information, understanding of historical context, and recognition of significant events or figures.
3. Document-Based Questions (DBQ)
 1. Criteria: Students will analyze a series of primary source documents related to a specific historical event or theme and write an essay based on these documents.
 2. Assessment Focus: Critical thinking, interpretation of primary sources, ability to synthesize information, and historical argumentation.
4. Presentations
 1. Criteria: Students will create and present a multimedia presentation on a specific topic from the curriculum, demonstrating their ability to organize and communicate historical information effectively.
 2. Assessment Focus: Clarity of presentation, use of multimedia (e.g., slides, videos), depth of research, and ability to answer questions.
5. Class Discussions and Debates
 1. Criteria: Students will participate in class discussions or debates on key historical issues, demonstrating their ability to express informed opinions and engage with different viewpoints.
 2. Assessment Focus: Knowledge of the topic, engagement with peers, clarity of arguments, and critical thinking.
6. Timelines and Infographics
 1. Criteria: Students will create a timeline or infographic that visually represents key events or developments from a specific historical period or topic.
 2. Assessment Focus: Accuracy, clarity, and visual organization of historical events and

concepts.

7. Short-Answer Questions

1. Criteria: Students will answer short-answer questions that test their understanding of specific events, figures, or concepts from the course.
2. Assessment Focus: Concise and accurate responses, clarity of thought, and historical detail.

8. Research Projects

1. Criteria: Students will conduct a research project on a selected historical topic, gathering and analyzing primary and secondary sources, and presenting their findings in a written report.
2. Assessment Focus: Research skills, analysis of sources, organization of findings, and ability to synthesize information.

9. Peer Reviews

1. Criteria: Students will provide constructive feedback on each other's work, including essays, projects, or presentations.
2. Assessment Focus: Ability to assess the quality of work, provide clear and helpful feedback, and engage with peers' ideas.

10. Group Projects

1. Criteria: Students will work collaboratively in small groups to research and present a specific historical topic, demonstrating teamwork, research skills, and presentation abilities.
2. Assessment Focus: Teamwork, contribution to the project, organization, and effective communication.

11. Quizzes

1. Criteria: Students will take quizzes to assess their understanding of specific lessons or topics.
2. Assessment Focus: Knowledge retention, clarity of understanding, and mastery of key concepts.

12. Final Summative Test

1. Criteria: A comprehensive final exam that assesses the overall understanding of the material covered throughout the course.
2. Assessment Focus: Overall comprehension of historical events, trends, figures, and concepts, with a focus on analysis, synthesis, and application of knowledge.

Resources

Textbook Resources

McGraw Hill textbook (primary), American Vision textbook (secondary), Actively Learn (McGraw Hill), Inquiry Journal activities (McGraw Hill)

Web-based Resources

TeachingHistory.org, GimKit, Quizizz, Quizlet, Kahoot, EdPuzzle, Nearpod, Peardeck, Digital Inquiry Group, PBS, C-Span, Crash Course: World, US & European History

Museum/Institute Resources

Holocaust Museum Resources, Teach Rock Resources, DBQ Project Materials, National Museum of American History Resources, National Endowment for the Humanities Resources, Gilder Lehrman Institute Resources, various Public Library Sources, Angel Island Immigration Station Resources

Teacher Selected or Teacher Made Resources

Various period-specific Primary Sources, various period-specific Secondary Sources, various period-specific Map resources, provided or teacher-created worksheets, guided readings, graphic organizers

Documentary Resources

America: The Story of Us (History Channel), other listed History Channel documentaries

Other supplemental materials mentioned in Unit Plans

Unit Plan

Topics/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
1. Introducing Cold War Foreign Policy	<p>Identify the ideological and geopolitical tensions that led to the Cold War.</p> <p>Describe the significance of the Truman Doctrine and the Marshall Plan.</p> <p>Analyze the role of containment in shaping U.S. foreign policy.</p> <p>Assess the impact of early Cold War events on international relations.</p>	<p>New American Lecture</p> <p>Actively Learn Resources</p> <p>Facing History & Ourselves</p> <p>Crash Course: US, World & European History</p> <p>America in Color: 1950s</p> <p>Berlin Airlifts Guided Reading</p> <p>Marshall Plan & Truman Doctrine Chart</p> <p>Iron Curtain Speech Analysis</p> <p>Marshall Plan Chart</p> <p>Cold War Timeline</p> <p>America in Color</p> <p>Vocabulary</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets
2. The Early Cold War Years	<p>Explain the significance of the Berlin Airlift and NATO formation.</p> <p>Identify key events that defined the U.S.-Soviet relations from 1945–1949.</p> <p>Describe the causes and consequences of the Korean War.</p> <p>Assess the impact of the early Cold War years on global power dynamics.</p>	<p>New American Lecture</p> <p>Actively Learn Resources</p> <p>Facing History & Ourselves</p> <p>Crash Course: US, World & European History</p> <p>Korean War Stations Activity</p> <p>Korean War Timeline Activity</p> <p>Korean War WebQuest</p> <p>Teach Rock Resource</p> <p>Early Cold War Timeline</p> <p>Berlin Wall WebQuest</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets

		Berlin Wall Video	
3. Foreign Policy in the 1950s & 60s	<p>Evaluate the U.S. response to the construction of the Berlin Wall.</p> <p>Analyze the causes and consequences of the Cuban Missile Crisis.</p> <p>Describe U.S. involvement in Vietnam and its impact on Cold War politics.</p> <p>Assess the effectiveness of the U.S. policy of “brinkmanship” during the 1950s and 1960s.</p>	<p>New American Lecture</p> <p>Actively Learn Resources</p> <p>Facing History & Ourselves</p> <p>Crash Course: US, World & European History</p> <p>Cuban Missile Crisis DBQ Essay</p> <p>Berlin Wall Video with Questions</p> <p>Was Brinkmanship Successful Written Response</p> <p>Teach Rock Resource</p> <p>Turning Point: The Bomb & The Cold War</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets
4. Foreign Policy in the 1970s & 80s	<p>Explain the concept of detente and evaluate its impact on U.S.-Soviet relations.</p> <p>Identify the significance of the Strategic Arms Limitation Talks (SALT).</p> <p>Analyze the role of U.S. foreign policy during the rise of Ronald Reagan.</p> <p>Evaluate the effectiveness of Reagan’s foreign policies, especially regarding the Soviet Union and arms control.</p>	<p>New American Lecture</p> <p>Actively Learn Resources</p> <p>Facing History & Ourselves</p> <p>Crash Course: US, World & European History</p> <p>Teach Rock Resource</p> <p>SALT Guided Reading</p> <p>Reagan Presidency Guided Reading</p> <p>US-Soviet Relations Timeline</p> <p>Miracle</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets

<p>5. Ending the Cold War</p>	<p>Assess the role of Mikhail Gorbachev's policies (glasnost, perestroika) in ending the Cold War.</p> <p>Analyze the significance of the INF Treaty and its impact on U.S.-Soviet relations.</p> <p>Identify the key events that led to the dissolution of the Soviet Union.</p> <p>Evaluate the role of U.S. leadership in the peaceful conclusion of the Cold War.</p>	<p>New American Lecture</p> <p>Actively Learn Resources</p> <p>Facing History & Ourselves</p> <p>Crash Course: US, World & European History</p> <p>Teach Rock Resource</p> <p>INF Treaty Guided Reading</p> <p>Ending the Cold War Guided Reading</p> <p>Fall of the Berlin Wall WebQuest</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets
<p>Reviewing Cold War Foreign Policy</p>	<p>Analyze the evolution of U.S. foreign policy during the Cold War, explaining how key events, such as the Korean War, Cuban Missile Crisis, Vietnam War, and the policies of detente, influenced global power dynamics and U.S.-Soviet relations.</p> <p>Assess the role of U.S. leadership in shaping Cold War strategies, including the impact of containment, arms control negotiations, and the eventual resolution of tensions leading to the end of the Cold War.</p>	<p>Cold War Timeline</p> <p>Cold War Discussion</p> <p>Cold War Presentation Project</p> <p>Jeopardy</p> <p>Review Games</p> <p>Cold War Timeline</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets

Standards

SOC.6.1.12.EconNE.12.a	Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
SOC.6.1.12.EconGE.12.a	Assess the impact of agricultural innovation on the world economy.
SOC.6.1.12.EconEM.12.a	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
SOC.6.1.12.HistoryCC.12.a	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
SOC.6.1.12.HistoryCC.12.b	Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.
SOC.6.1.12.HistoryCC.12.c	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
SOC.6.1.12.HistoryCC.12.d	Explain how the development and proliferation of nuclear weapons affected international relations.
SOC.6.1.12.HistoryCC.12.e	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
SOC.6.1.12.HistorySE.12.a	Explain the reasons for the creation of the United Nations and evaluate the

	effectiveness of United Nations' human rights policies and the commitment of the United States to them.
SOC.6.1.12.HistorySE.12.b	Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.
SOC.6.1.12.CivicsPR.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.
SOC.6.1.12.CivicsHR.15.a	Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
SOC.6.1.12.HistoryCC.15.c	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
SOC.6.1.12.HistorySE.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
SOC.6.1.12.EconNE.16.b	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

Suggested Modifications for Special Education, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Special Education*:

- Collaboration between Content Education and Special Education teachers
- Preferential seating to minimize distractions
- Printed and highlighted notes
- Modified tests, quizzes, worksheets, and written assignments
- Repetition of directions and refocus activities
- Test, quiz, and assessment questions read aloud if needed
- Allow for extended time on assessments and assignments
- Alternative assessment formats (oral exams, project-based assessments)
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

504-Eligible Students*:

- Collaboration between teachers and support staff to ensure accommodations are met
- Preferential seating to minimize distractions
- Extended time on assessments and assignments
- Access to printed and highlighted notes
- Option for verbal or dictated responses on assignments and assessments
- Reduced workload or modified assignments as needed
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Alternative assessment formats (oral exams, project-based assessments)
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

Multilingual Language Learners (MLL):

- Collaboration between Content Education and ESL teachers
- Use of audio recordings when applicable
- Use of translation dictionaries when applicable

- Provide opportunities for oral responses and assessments
- Allow use of computer or other technological devices for assignments
- Highlight important notes and key concepts
- Use of graphic organizers to support comprehension
- Assign a peer liaison for additional support
- Incorporation of visual aids and real-world examples to reinforce concepts
- Modified assignments to focus on essential content
- Additional scaffolding such as sentence starters and guided practice

At-Risk Students:

- Small group instruction or one-on-one support when possible
- Clear, step-by-step instructions and modeling of tasks
- Use of engaging, real-world connections to make content more relevant
- Frequent feedback and progress monitoring
- Additional scaffolding (sentence starters, guided practice, visual supports)
- Peer mentoring and collaborative learning opportunities
- Encouragement of active participation through hands-on and interactive learning
- Flexible deadlines and opportunities for revision and reassessment
- Regular check-ins with teacher or counselor for academic and emotional support
- Positive reinforcement and goal-setting strategies to encourage motivation and engagement

Gifted Students:

- Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
- Incorporate outside sources (media, content, community resources) for further study that are thematic in nature
- Promote self-directed and self-initiated learning opportunities
- Allow for the development of productive thinking skills to encourage students to generate new knowledge
- Provide opportunities for leadership roles in collaborative projects
- Offer independent research projects and inquiry-based assignments
- Encourage critical analysis of multiple perspectives and interpretations of historical events

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Computer Sci Design Thinking

CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.1.12.IC.3	Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
CS.9-12.8.1.12.NI.2	Evaluate security measures to address various common security threats.
CS.9-12.8.2.12.ETW.3	Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
CS.9-12.8.2.12.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.
CS.9-12.8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
CS.9-12.8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the

potential costs, benefits, trade-offs, and risks related to the use of the innovation.

CS.9-12.8.2.12.ITH.3

Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

WRK.9.2.12.CAP.1

Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.

WRK.9.2.12.CAP.12

Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.

WRK.9.2.12.CAP.13

Analyze how the economic, social, and political conditions of a time period can affect the labor market.

TECH.9.4.12.CI.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

TECH.9.4.12.CT.1

Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

TECH.9.4.12.CT.2

Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

TECH.9.4.12.TL.1

Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

TECH.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).

Unit 6: Postwar Domestic Issues

Content Area: **Sample Content Area**
Course(s):
Time Period:
Length:
Status: **Awaiting Review**

Summary of the Unit

This unit examines the domestic challenges and transformations that shaped the United States in the aftermath of World War II. As the country emerged from the war as a global superpower, it also faced significant internal changes and anxieties, particularly as the Cold War intensified. Students will explore how Cold War fears permeated American society, leading to McCarthyism, loyalty investigations, the Red Scare, and growing concerns about communist influence in government, Hollywood, and other institutions. The fear of nuclear war also became a defining characteristic of the era, shaping civil defense policies, public education, and suburban development as Americans adjusted to the possibility of global conflict.

The unit will also focus on the domestic policies and leadership of Presidents Harry Truman and Dwight Eisenhower, analyzing their approaches to managing postwar economic expansion, civil rights issues, and Cold War tensions. Truman's Fair Deal and early steps toward civil rights reform, such as desegregating the military, will be contrasted with Eisenhower's economic policies, infrastructure projects like the Interstate Highway System, and the federal response to school desegregation efforts. Students will evaluate how these leaders balanced Cold War foreign policy concerns with domestic challenges, including labor strikes, inflation, and shifting political ideologies.

A major component of this unit will be the examination of postwar American society, including the booming postwar economy, the rise of suburbia and consumer culture, the baby boom, and the expanding middle class. The effects of GI Bill benefits, increasing home ownership, and the rise of television and mass media will be discussed in the context of shaping American identity and values in the 1950s. At the same time, social tensions persisted, particularly regarding race relations, gender roles, and youth culture. While the postwar era is often remembered as a time of prosperity, students will critically examine who benefited from this economic growth and who was left behind, considering the experiences of African Americans, women, and other marginalized communities.

By the end of this unit, students will understand how Cold War fears, economic prosperity, and shifting social norms shaped postwar America and how the policies of the Truman and Eisenhower administrations set the stage for the civil rights movement, political realignments, and cultural shifts in the decades to follow. This unit encourages students to reflect on how postwar domestic policies and societal changes continue to influence modern American life.

Enduring Understandings

Students will understand that:

- the Cold War significantly influenced American domestic policy, leading to fears of communism, McCarthyism, and government crackdowns on suspected subversives.
- the presidencies of Truman and Eisenhower helped shape postwar America through policies addressing economic stability, civil rights, and Cold War tensions.
- postwar American society underwent dramatic changes, including suburban expansion, shifts in gender roles, and the rise of a consumer-driven economy.
- government policies, technological advancements, and economic growth contributed to a new standard of living but also created social and political tensions.

- the fears, policies, and societal shifts of the postwar period set the stage for later movements and conflicts in the 1960s and beyond.
- the post-war era brought economic prosperity, cultural shifts, and social tensions that reshaped American society.
- the decisions made during this period laid the groundwork for modern domestic policies and societal debates.

Essential Questions

1. How did Cold War fears and anti-communist sentiment, including McCarthyism, influence domestic policies, politics, and civil liberties in the United States?
2. How did the Truman and Eisenhower administrations address postwar challenges such as economic growth, civil rights, and Cold War tensions?
3. In what ways did postwar economic prosperity, including the GI Bill and suburbanization, reshape American society and culture?
4. What major social tensions emerged in the postwar era, and how were they addressed?
5. How did technological advancements during this period shape American life and contribute to societal changes?
6. How did postwar domestic issues set the stage for future social, economic, and political movements?

Summative Assessment and/or Summative Criteria

Assessments can include the following:

1. Essays and Research Papers
 1. Criteria: Students will write analytical essays or research papers that demonstrate their understanding of key historical events, policies, or movements. The essay should provide evidence-based analysis, including references to primary and secondary sources.
 2. Assessment Focus: Depth of analysis, historical accuracy, coherence of argument, and use of supporting evidence.
2. Multiple-Choice Tests
 1. Criteria: Students will complete a multiple-choice exam that assesses their knowledge of key events, figures, and concepts from the curriculum.
 2. Assessment Focus: Recall of factual information, understanding of historical context, and recognition of significant events or figures.
3. Document-Based Questions (DBQ)
 1. Criteria: Students will analyze a series of primary source documents related to a specific historical event or theme and write an essay based on these documents.
 2. Assessment Focus: Critical thinking, interpretation of primary sources, ability to synthesize information, and historical argumentation.
4. Presentations
 1. Criteria: Students will create and present a multimedia presentation on a specific topic from the curriculum, demonstrating their ability to organize and communicate historical information effectively.
 2. Assessment Focus: Clarity of presentation, use of multimedia (e.g., slides, videos), depth of research, and ability to answer questions.
5. Class Discussions and Debates
 1. Criteria: Students will participate in class discussions or debates on key historical issues, demonstrating their ability to express informed opinions and engage with different viewpoints.

2. Assessment Focus: Knowledge of the topic, engagement with peers, clarity of arguments, and critical thinking.
6. Timelines and Infographics
 1. Criteria: Students will create a timeline or infographic that visually represents key events or developments from a specific historical period or topic.
 2. Assessment Focus: Accuracy, clarity, and visual organization of historical events and concepts.
 7. Short-Answer Questions
 1. Criteria: Students will answer short-answer questions that test their understanding of specific events, figures, or concepts from the course.
 2. Assessment Focus: Concise and accurate responses, clarity of thought, and historical detail.
 8. Research Projects
 1. Criteria: Students will conduct a research project on a selected historical topic, gathering and analyzing primary and secondary sources, and presenting their findings in a written report.
 2. Assessment Focus: Research skills, analysis of sources, organization of findings, and ability to synthesize information.
 9. Peer Reviews
 1. Criteria: Students will provide constructive feedback on each other's work, including essays, projects, or presentations.
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 10. Group Projects
 1. Criteria: Students will work collaboratively in small groups to research and present a specific historical topic, demonstrating teamwork, research skills, and presentation abilities.
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 11. Quizzes
 1. Criteria: Students will take quizzes to assess their understanding of specific lessons or topics.
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 12. Final Summative Test
 1. Criteria: A comprehensive final exam that assesses the overall understanding of the material covered throughout the course.
 2. Assessment Focus: Overall comprehension of historical events, trends, figures, and concepts, with a focus on analysis, synthesis, and application of knowledge.

Resources

Textbook Resources

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Web-based Resources

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Museum/Institute Resources

Holocaust Museum Resources, Teach Rock Resources, DBQ Project Materials, National Museum of American History Resources, National Endowment for the Humanities Resources, Gilder Lehrman Institute Resources, various Public Library Sources, Angel Island Immigration Station Resources

Teacher Selected or Teacher Made Resources

Various period-specific Primary Sources, various period-specific Secondary Sources, various period-specific Map resources, provided or teacher-created worksheets, guided readings, graphic organizers

Documentary Resources

America: The Story of Us (History Channel), other listed History Channel documentaries

Other supplemental materials mentioned in Unit Plans

Unit Plan

Topics/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
1. Cold War Fears at Home	<p>Identify the causes of the Red Scare and explain the role of McCarthyism in shaping American society and politics.</p> <p>Analyze the impact of loyalty programs, HUAC investigations, and blacklisting on American civil liberties.</p> <p>Evaluate the influence of Cold War fears on cultural, social, and political life in the United States during the late 1940s and 1950s.</p>	<p>New American Lecture</p> <p>Actively Learn Resources</p> <p>Facing History & Ourselves</p> <p>Crash Course: US, World & European History</p> <p>Red & Lavender Scare Hyperdoc Activity</p> <p>Lavender Scare Guided Reading</p> <p>America in Color</p> <p>Red Dot Game</p> <p>Vocabulary</p> <p>McCarthy: American Experience</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Project • Exit tickets
2. Truman and Eisenhower	<p>Compare and contrast the domestic policies of Presidents Harry Truman and Dwight Eisenhower, including the Fair Deal and the interstate highway system.</p>	<p>New American Lecture</p> <p>Actively Learn Resources</p> <p>Facing History & Ourselves</p> <p>Crash Course: US, World & European History</p> <p>Eisenhower vs. Truman Compare & Contrast Activity</p> <p>Domestic Policies: Truman & Eisenhower Chart</p> <p>Interstate Highway System</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions

		<p>Analysis</p> <p>Divided Highways: The Interstates and the Transformation of American Life</p>	<ul style="list-style-type: none"> • Project • Exit tickets
<p>3. Postwar American Society</p>	<p>Describe the key characteristics of postwar American society, including the baby boom, suburbanization, and the growth of consumer culture.</p> <p>Analyze how advances in technology and the economy, such as the rise of the automobile and the GI Bill, transformed American life.</p> <p>Assess the role of television, mass media, and advertising in shaping cultural norms and societal values in the 1950s.</p>	<p>New American Lecture</p> <p>Actively Learn Resources</p> <p>Facing History & Ourselves</p> <p>Crash Course: US, World & European History</p> <p>Life in the 1950s Simulation</p> <p>1950s Product Advertisement Project</p> <p>Teach Rock Resource</p> <p>American Society Stations Activity</p> <p>G.I. Bill Data Analysis & Comparison Activity</p> <p>The Role of Television & Advertising Guided Reading & Activity</p> <p>The Wonderful World of Tupperware</p> <p>The G.I. Bill: The Law that Changed America</p> <p>JFK's Presidency Timeline</p> <p>JFK's Presidency Stations</p> <p>JFK's Assassination Investigation Activity</p> <p>The Assassination of JFK</p> <p>JFK: Assassination Files: The Case for Conspiracy</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Project • Exit tickets
<p>4. Reviewing Postwar Domestic Issues</p>	<p>Evaluate how Cold War fears and domestic policies shaped American society, politics, and culture during the postwar era.</p> <p>Analyze the impact of presidential leadership, societal changes, and economic growth on postwar domestic issues in the United States.</p>	<p>Timeline</p> <p>Postwar Domestic Issues Presentation Project</p> <p>Postwar Domestic Issues Research Paper</p> <p>Postwar Domestic Issues DBQ Essay</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions

		Jeopardy Review Games	<ul style="list-style-type: none"> • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets
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Standards

SOC.6.1.12.EconEM.12.a	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
SOC.6.1.12.HistoryCC.12.c	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
SOC.6.1.12.GeoPP.13.a	Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.
SOC.6.1.12.EconNE.13.a	Relate American economic expansion after World War II to increased consumer demand.
SOC.6.1.12.EconNE.13.b	Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.
SOC.6.1.12.HistorySE.13.a	Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.

Suggested Modifications for Special Education, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Special Education*:

- Collaboration between Content Education and Special Education teachers
- Preferential seating to minimize distractions
- Printed and highlighted notes
- Modified tests, quizzes, worksheets, and written assignments
- Repetition of directions and refocus activities
- Test, quiz, and assessment questions read aloud if needed
- Allow for extended time on assessments and assignments
- Alternative assessment formats (oral exams, project-based assessments)
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

504-Eligible Students*:

- Collaboration between teachers and support staff to ensure accommodations are met
- Preferential seating to minimize distractions
- Extended time on assessments and assignments
- Access to printed and highlighted notes
- Option for verbal or dictated responses on assignments and assessments
- Reduced workload or modified assignments as needed
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
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- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured

timelines)

Multilingual Language Learners (MLL):

- Collaboration between Content Education and ESL teachers
- Use of audio recordings when applicable
- Use of translation dictionaries when applicable
- Provide opportunities for oral responses and assessments
- Allow use of computer or other technological devices for assignments
- Highlight important notes and key concepts
- Use of graphic organizers to support comprehension
- Assign a peer liaison for additional support
- Incorporation of visual aids and real-world examples to reinforce concepts
- Modified assignments to focus on essential content
- Additional scaffolding such as sentence starters and guided practice

At-Risk Students:

- Small group instruction or one-on-one support when possible
- Clear, step-by-step instructions and modeling of tasks
- Use of engaging, real-world connections to make content more relevant
- Frequent feedback and progress monitoring
- Additional scaffolding (sentence starters, guided practice, visual supports)
- Peer mentoring and collaborative learning opportunities
- Encouragement of active participation through hands-on and interactive learning
- Flexible deadlines and opportunities for revision and reassessment
- Regular check-ins with teacher or counselor for academic and emotional support
- Positive reinforcement and goal-setting strategies to encourage motivation and engagement

Gifted Students:

- Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
- Incorporate outside sources (media, content, community resources) for further study that are thematic in nature
- Promote self-directed and self-initiated learning opportunities
- Allow for the development of productive thinking skills to encourage students to generate new knowledge
- Provide opportunities for leadership roles in collaborative projects
- Offer independent research projects and inquiry-based assignments
- Encourage critical analysis of multiple perspectives and interpretations of historical events

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Computer Sci Design Thinking

CS.9-12.8.2.12.ETW.3	Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
CS.9-12.8.2.12.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.
CS.9-12.8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
CS.9-12.8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the

potential costs, benefits, trade-offs, and risks related to the use of the innovation.

CS.9-12.8.2.12.ITH.3

Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

WRK.9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
WRK.9.2.12.CAP.16	Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.
WRK.9.2.12.CAP.17	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.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).

Unit 7: The Civil Rights Movement

Content Area: **Sample Content Area**

Course(s):

Time Period:

Length:

Status: **Awaiting Review**

Summary of the Unit

This unit explores and examines the pivotal era of the Civil Rights Movement, a transformative period in American history dedicated to achieving racial equality and justice. Students will embark on a comprehensive journey, beginning with an introduction to civil rights, where they will explore the foundational concepts of civil liberties and the historical context of racial discrimination in the United States.

The unit then transitions to the onset of the Civil Rights Movement, highlighting the early struggles and the courageous individuals who ignited the fight against systemic racism. Key events such as the Montgomery Bus Boycott and the formation of organizations like the Southern Christian Leadership Conference (SCLC) will be examined to understand the grassroots mobilization that challenged segregation.

A significant focus will be on challenging segregation, analyzing landmark Supreme Court cases like *Brown v. Board of Education*, which declared state laws establishing segregated public schools unconstitutional. Students will investigate the strategies employed to confront segregation, including nonviolent protests, sit-ins, and freedom rides, assessing their effectiveness in dismantling institutionalized racism.

As the movement progressed, it faced both triumphs and tribulations. The unit will cover the continuation of the Civil Rights Movement, exploring legislative milestones such as the Civil Rights Act of 1964 and the Voting Rights Act of 1965, as well as the rise of diverse leadership and ideologies within the movement. The challenges posed by opposition groups and the internal debates over the direction and methods of the movement will also be discussed.

In the reviewing the Civil Rights Movement section, students will reflect on the enduring impact of the movement on contemporary society. This includes evaluating the progress made, the ongoing struggles for racial equality, and the movement's influence on subsequent social justice initiatives. By the end of this unit, students will have a nuanced understanding of the Civil Rights Movement's origins, key events, significant figures, and its lasting legacy in the quest for equality and justice in America.

Enduring Understandings

Students will understand that:

- the Civil Rights Movement marked a pivotal moment in American history, demonstrating the power of grassroots activism and legislation to challenge systemic racism
- the Civil Rights Movement was a response to longstanding racial discrimination and systemic inequality in the United States.
- the movement used a variety of strategies, including legal challenges, nonviolent protests, and grassroots activism, to combat segregation and racial injustice.
- the Civil Rights Movement led to landmark legal and legislative changes, but the fight for racial equality continued beyond the 1960s.

- opposition to the movement, including violent resistance and political challenges, revealed deep societal divisions over race and civil rights.
- the legacy of the Civil Rights Movement continues to shape modern activism and discussions on social justice, equality, and systemic change.

Essential Questions

1. What social, political, and economic conditions led to the rise of the Civil Rights Movement?
2. What were the key goals and strategies of the Civil Rights Movement, and how effective were they in achieving racial equality?
3. How did individuals, grassroots activism, and leadership contribute to advancing civil rights?
4. What role did key legal cases and landmark legislation, such as the Civil Rights Act and Voting Rights Act, play in addressing systemic inequality?
5. How did opposition to the movement, including political and social resistance, shape its strategies and progress?
6. In what ways did the Civil Rights Movement evolve beyond the 1960s, and how does it continue to influence modern society?
7. What are the lasting impacts of the Civil Rights Movement on American society and ongoing struggles for justice?

Summative Assessment and/or Summative Criteria

Assessments can include the following:

1. Essays and Research Papers
 1. Criteria: Students will write analytical essays or research papers that demonstrate their understanding of key historical events, policies, or movements. The essay should provide evidence-based analysis, including references to primary and secondary sources.
 2. Assessment Focus: Depth of analysis, historical accuracy, coherence of argument, and use of supporting evidence.
2. Multiple-Choice Tests
 1. Criteria: Students will complete a multiple-choice exam that assesses their knowledge of key events, figures, and concepts from the curriculum.
 2. Assessment Focus: Recall of factual information, understanding of historical context, and recognition of significant events or figures.
3. Document-Based Questions (DBQ)
 1. Criteria: Students will analyze a series of primary source documents related to a specific historical event or theme and write an essay based on these documents.
 2. Assessment Focus: Critical thinking, interpretation of primary sources, ability to synthesize information, and historical argumentation.
4. Presentations
 1. Criteria: Students will create and present a multimedia presentation on a specific topic from the curriculum, demonstrating their ability to organize and communicate historical information effectively.
 2. Assessment Focus: Clarity of presentation, use of multimedia (e.g., slides, videos), depth of research, and ability to answer questions.
5. Class Discussions and Debates
 1. Criteria: Students will participate in class discussions or debates on key historical issues, demonstrating their ability to express informed opinions and engage with

- different viewpoints.
2. Assessment Focus: Knowledge of the topic, engagement with peers, clarity of arguments, and critical thinking.
6. Timelines and Infographics
 1. Criteria: Students will create a timeline or infographic that visually represents key events or developments from a specific historical period or topic.
 2. Assessment Focus: Accuracy, clarity, and visual organization of historical events and concepts.
 7. Short-Answer Questions
 1. Criteria: Students will answer short-answer questions that test their understanding of specific events, figures, or concepts from the course.
 2. Assessment Focus: Concise and accurate responses, clarity of thought, and historical detail.
 8. Research Projects
 1. Criteria: Students will conduct a research project on a selected historical topic, gathering and analyzing primary and secondary sources, and presenting their findings in a written report.
 2. Assessment Focus: Research skills, analysis of sources, organization of findings, and ability to synthesize information.
 9. Peer Reviews
 1. Criteria: Students will provide constructive feedback on each other's work, including essays, projects, or presentations.
 2. Assessment Focus: Ability to assess the quality of work, provide clear and helpful feedback, and engage with peers' ideas.
 10. Group Projects
 1. Criteria: Students will work collaboratively in small groups to research and present a specific historical topic, demonstrating teamwork, research skills, and presentation abilities.
 2. Assessment Focus: Teamwork, contribution to the project, organization, and effective communication.
 11. Quizzes
 1. Criteria: Students will take quizzes to assess their understanding of specific lessons or topics.
 2. Assessment Focus: Knowledge retention, clarity of understanding, and mastery of key concepts.
 12. Final Summative Test
 1. Criteria: A comprehensive final exam that assesses the overall understanding of the material covered throughout the course.
 2. Assessment Focus: Overall comprehension of historical events, trends, figures, and concepts, with a focus on analysis, synthesis, and application of knowledge.

Resources

Textbook Resources

McGraw Hill textbook (primary), American Vision textbook (secondary), Actively Learn (McGraw Hill), Inquiry Journal activities (McGraw Hill)

Web-based Resources

TeachingHistory.org, GimKit, Quizizz, Quizlet, Kahoot, EdPuzzle, Nearpod, Peardeck, Digital Inquiry Group, PBS, C-Span, Crash Course: World, US & European History

Museum/Institute Resources

Holocaust Museum Resources, Teach Rock Resources, DBQ Project Materials, National Museum of American History Resources, National Endowment for the Humanities Resources, Gilder Lehrman Institute Resources, various Public Library Sources, Angel Island Immigration Station Resources

Teacher Selected or Teacher Made Resources

Various period-specific Primary Sources, various period-specific Secondary Sources, various period-specific Map resources, provided or teacher-created worksheets, guided readings, graphic organizers

Documentary Resources

America: The Story of Us (History Channel), other listed History Channel documentaries

Other supplemental materials mentioned in Unit Plans

Unit Plan

Topics/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Introducing Civil Rights	Summarize examples of discrimination African Americans faced & the African American activist response.	Understanding Time & Place: 1865-1954 (p.644) Crash Course: U.S. History, Actively Learn Resources Teaching Tolerance Resources & Lesson (Online) Facing History & Ourselves Resources & Lessons (Online) Inquiry Activity: Understanding Multiple Perspectives about Discrimination & Segregation (p.647) America In Color: 1960s The Help (2011) Topic Vocabulary America in Color Greenbook Project Review of African American Experience Post Civil War	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets
Civil Rights Movement Begins	Identify & explain the conditions created by segregation & the discrimination faced by African Americans in the United States before the Civil Rights Movement as describe by various sources	New American Lecture Crash Course: US History & African American History Actively Learn Resources	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion

	<p>Identify early examples of activism against discrimination & segregation described in the sources.</p> <p>Identify the purpose & legacy of the NAACP longstanding legal battle to end segregation including the landmark Brown v. Board Case</p> <p>Analyze the impact of World War II on the African American struggle for equality</p> <p>Describe the Southern Response to federal school desegregation and African American Activism</p> <p>Describe the impact of the Montgomery Bus Boycott, the sit in protests, & the Freedom Rides on challenging desegregation in public accommodations</p>	<p>Teaching Tolerance Lessons & Resources</p> <p>Digital Inquiry Group Resources & Lessons</p> <p>Facing History & Ourselves Lessons & Resources</p> <p>Civil Rights Movement Stations or Jigsaw Activity</p> <p>Timeline of the Civil Rights Movement Project</p> <p>Civil Rights Movement Events Research & Oral Presentation Project</p> <p>Brown V Board of Education Case Study</p> <p>Till (2022)</p> <p>Green Book: Guide to Freedom (2019)</p> <p>Ruby Bridges (1998)</p> <p>Little Rock Nine Photograph Analysis or Gallery Walk</p> <p>The Civil Rights Movement Begins Reading & Check in Questions (p. 653)</p> <p>Civil Rights Movement Podcast Project</p> <p>Civil Rights Movement Newspaper Project</p> <p>Civil Rights Leaders WebQuest</p> <p>Teach Rock Resource</p>	<ul style="list-style-type: none"> • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets
<p>Challenging Segregation</p>	<p>Identify & explain the causes & effects of the Civil Rights Act of 1964 and the Voting Rights of 1965.</p> <p>Describe the impact of the Birmingham Campaign on both public opinion and the Kennedy Administration explain the goals and outcomes of the March on Washington in 1963</p> <p>Describe the Selma March and its impact on goals of the civil rights movement</p>	<p>Selma (2014)</p> <p>Rustin (2023)</p> <p>New American Lecture</p> <p>Crash Course: US History & African American History</p> <p>Actively Learn Resources</p> <p>Teaching Tolerance Lessons & Resources</p> <p>Digital Inquiry Group Resources</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions

	<p>Describe the legislative process resulting in the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 including strategies used to delay the bills and challenge their constitutionality</p>	<p>& Lessons</p> <p>Facing History & Ourselves Lessons & Resources</p> <p>Civil Rights Movement Stations or Jigsaw Activity</p> <p>Timeline of the Civil Rights Movement Project</p> <p>Civil Rights Movement Events Research & Oral Presentation Project</p> <p>Challenging Segregation Reading & Check in Questions (p. 659)</p> <p>Civil Rights Movement Podcast Project</p> <p>Civil Rights Newspaper Project</p> <p>Civil Rights Movement Event Blog Post</p> <p>Teach Rock Resource</p>	<ul style="list-style-type: none"> • Test questions • Projects • Exit tickets
<p>Civil Rights Movement Continues</p>	<p>Identify challenges outside the South that were studied by the Kerner Commission and led to protests.</p> <p>Explain the shift in philosophy that led to the development of the Black Power Movement and formation of the Black Panther Party in the 1960s.</p> <p>Describe the outcomes of the movement to increase equal access to education through busing and affirmative action, including the progression of the legal status of both based on the Supreme Court's interpretation of the laws.</p>	<p>Loving (2016)</p> <p>Black Panthers: Vanguard of a Revolution (2015)</p> <p>New American Lecture</p> <p>Crash Course: US History & African American History</p> <p>Actively Learn Resources</p> <p>Teaching Tolerance Lessons & Resources</p> <p>Digital Inquiry Group Resources & Lessons</p> <p>Facing History & Ourselves Lessons & Resources</p> <p>Civil Rights Movement Stations or Jigsaw Activity</p> <p>Timeline of the Civil Rights Movement Project</p> <p>Civil Rights Movement Events Research & Oral Presentation Project</p> <p>Civil Rights Movement Continues Reading & Check in Questions</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets

		(p. 671) Civil Rights Movement Podcast Project Teach Rock Resource	
Reviewing the Civil Rights Movement	<p>Identify & describe the historical causes and effects of the Civil Rights Movement</p> <p>Describe the key events in the history of the Civil Rights Movement</p> <p>Analyze the actions taken by significant individuals and important organizations</p> <p>Analyze the goals of the civil rights movement and how they changed over time</p> <p>Identify the legacy of the Civil Rights Movement.</p>	<p>Civil Rights Movement Gallery Walk Activity</p> <p>Civil Rights Movement Timeline Challenge Activity</p> <p>Then and Now: Civil Rights Movement's Legacy Activity</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets

Standards

SOC.6.1.12.CivicsPI.13.a	Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.
SOC.6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
SOC.6.1.12.GeoPP.13.a	Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.
SOC.6.1.12.EconEM.13.a	Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
SOC.6.1.12.HistoryCC.13.a	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
SOC.6.1.12.HistoryCC.13.c	Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.
SOC.6.1.12.HistoryCC.13.d	Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
SOC.6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
SOC.6.1.12.CivicsDP.14.a	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

Suggested Modifications for Special Education, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Special Education*:

- Collaboration between Content Education and Special Education teachers
- Preferential seating to minimize distractions
- Printed and highlighted notes
- Modified tests, quizzes, worksheets, and written assignments
- Repetition of directions and refocus activities
- Test, quiz, and assessment questions read aloud if needed
- Allow for extended time on assessments and assignments
- Alternative assessment formats (oral exams, project-based assessments)
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Access to a quiet testing environment
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504-Eligible Students*:

- Collaboration between teachers and support staff to ensure accommodations are met
- Preferential seating to minimize distractions
- Extended time on assessments and assignments
- Access to printed and highlighted notes
- Option for verbal or dictated responses on assignments and assessments
- Reduced workload or modified assignments as needed
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- Breaks as needed to support focus and processing
- Alternative assessment formats (oral exams, project-based assessments)
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

Multilingual Language Learners (MLL):

- Collaboration between Content Education and ESL teachers
- Use of audio recordings when applicable
- Use of translation dictionaries when applicable
- Provide opportunities for oral responses and assessments
- Allow use of computer or other technological devices for assignments
- Highlight important notes and key concepts
- Use of graphic organizers to support comprehension
- Assign a peer liaison for additional support
- Incorporation of visual aids and real-world examples to reinforce concepts
- Modified assignments to focus on essential content
- Additional scaffolding such as sentence starters and guided practice

At-Risk Students:

- Small group instruction or one-on-one support when possible
- Clear, step-by-step instructions and modeling of tasks
- Use of engaging, real-world connections to make content more relevant
- Frequent feedback and progress monitoring
- Additional scaffolding (sentence starters, guided practice, visual supports)
- Peer mentoring and collaborative learning opportunities

- Encouragement of active participation through hands-on and interactive learning
- Flexible deadlines and opportunities for revision and reassessment
- Regular check-ins with teacher or counselor for academic and emotional support
- Positive reinforcement and goal-setting strategies to encourage motivation and engagement

Gifted Students:

- Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
- Incorporate outside sources (media, content, community resources) for further study that are thematic in nature
- Promote self-directed and self-initiated learning opportunities
- Allow for the development of productive thinking skills to encourage students to generate new knowledge
- Provide opportunities for leadership roles in collaborative projects
- Offer independent research projects and inquiry-based assignments
- Encourage critical analysis of multiple perspectives and interpretations of historical events

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Computer Sci Design Thinking

CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.1.12.NI.2	Evaluate security measures to address various common security threats.
CS.9-12.8.2.12.ETW.3	Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
CS.9-12.8.2.12.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.
CS.9-12.8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
CS.9-12.8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.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).
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

Unit 8: The Vietnam War

Content Area: **Sample Content Area**
Course(s):
Time Period:
Length:
Status: **Awaiting Review**

Summary of the Unit

This unit provides an in-depth exploration of the Vietnam War, a pivotal conflict that profoundly influenced American foreign policy, domestic politics, and societal attitudes. Students will begin by examining the origins of American involvement in Vietnam, analyzing the geopolitical context of the Cold War, the application of the domino theory, and the policy of containment that motivated U.S. engagement in Southeast Asia. Key events such as the Gulf of Tonkin Incident and subsequent escalation of military forces will be scrutinized to understand the complexities of U.S. decision-making processes.

The unit then examines the anti-war movement, highlighting the diverse spectrum of opposition that emerged within the United States. Students will investigate the roles of student activists, veterans, civil rights leaders, and other groups who challenged the war through protests, demonstrations, and political advocacy. The impact of media coverage, including televised broadcasts and photojournalism, will be assessed to comprehend how public opinion was shaped and how dissent influenced policy decisions.

As the war progressed, various factors led to its conclusion. The unit will cover the Vietnamization policy, the Paris Peace Accords, and the eventual withdrawal of U.S. troops, culminating in the fall of Saigon. Students will evaluate the immediate and long-term consequences of the war on both Vietnam and the United States, including the experiences of veterans, shifts in public trust toward government institutions, and the war's legacy in American culture and foreign policy.

While reviewing the Vietnam War as a complete historical event, students will engage in critical reflection on the lessons learned from the conflict. Discussions will encompass the ethical implications of military intervention, the role of civic engagement and protest in a democratic society, and how the Vietnam War has been remembered and memorialized in subsequent decades. By the end of this unit, students will have developed a comprehensive understanding of the Vietnam War's causes, key events, and enduring impacts, enabling them to critically analyze its significance in both historical and contemporary contexts.

Enduring Understandings

The students will understand that:

- the Vietnam War was deeply rooted in Cold War tensions and U.S. efforts to contain communism, influencing American foreign policy decisions.
- the war was highly controversial, with growing domestic opposition leading to widespread protests and significant shifts in public perception of the U.S. government.
- the role of media played a critical part in shaping public opinion and contributed to growing antiwar sentiment.
- the war had profound and lasting impacts on American society, politics, and veterans, leading to changes in military policies and distrust in government institutions.
- the end of the Vietnam War signaled a shift in U.S. foreign policy, influencing later military interventions and diplomatic strategies.
- the Vietnam War highlighted the limits of U.S. military power and the complexities of Cold

War geopolitics.

- the war's controversial nature profoundly affected American society, politics, and foreign policy.

Essential Questions

1. What factors led to U.S. involvement in Vietnam, and how did Cold War ideology influence American decision-making?
2. How did the Vietnam War influence public opinion and domestic politics in the United States?
3. What were the key military and political challenges faced by the U.S. during the Vietnam War?
4. How did the antiwar movement develop, and what were its key arguments and strategies?
5. How did the media shape perceptions of the Vietnam War at home and abroad?
6. What lessons did the United States learn from its involvement in Vietnam?
7. How did the Vietnam War affect American society, politics, and military policies?
8. What were the long-term consequences of the Vietnam War for both the United States and Vietnam?

Summative Assessment and/or Summative Criteria

Assessments can include the following:

1. Essays and Research Papers
 1. Criteria: Students will write analytical essays or research papers that demonstrate their understanding of key historical events, policies, or movements. The essay should provide evidence-based analysis, including references to primary and secondary sources.
 2. Assessment Focus: Depth of analysis, historical accuracy, coherence of argument, and use of supporting evidence.
2. Multiple-Choice Tests
 1. Criteria: Students will complete a multiple-choice exam that assesses their knowledge of key events, figures, and concepts from the curriculum.
 2. Assessment Focus: Recall of factual information, understanding of historical context, and recognition of significant events or figures.
3. Document-Based Questions (DBQ)
 1. Criteria: Students will analyze a series of primary source documents related to a specific historical event or theme and write an essay based on these documents.
 2. Assessment Focus: Critical thinking, interpretation of primary sources, ability to synthesize information, and historical argumentation.
4. Presentations
 1. Criteria: Students will create and present a multimedia presentation on a specific topic from the curriculum, demonstrating their ability to organize and communicate historical information effectively.
 2. Assessment Focus: Clarity of presentation, use of multimedia (e.g., slides, videos), depth of research, and ability to answer questions.
5. Class Discussions and Debates
 1. Criteria: Students will participate in class discussions or debates on key historical issues, demonstrating their ability to express informed opinions and engage with different viewpoints.
 2. Assessment Focus: Knowledge of the topic, engagement with peers, clarity of arguments, and critical thinking.
6. Timelines and Infographics

1. Criteria: Students will create a timeline or infographic that visually represents key events or developments from a specific historical period or topic.
 2. Assessment Focus: Accuracy, clarity, and visual organization of historical events and concepts.
7. Short-Answer Questions
1. Criteria: Students will answer short-answer questions that test their understanding of specific events, figures, or concepts from the course.
 2. Assessment Focus: Concise and accurate responses, clarity of thought, and historical detail.
8. Research Projects
1. Criteria: Students will conduct a research project on a selected historical topic, gathering and analyzing primary and secondary sources, and presenting their findings in a written report.
 2. Assessment Focus: Research skills, analysis of sources, organization of findings, and ability to synthesize information.
9. Peer Reviews
1. Criteria: Students will provide constructive feedback on each other's work, including essays, projects, or presentations.
 2. Assessment Focus: Ability to assess the quality of work, provide clear and helpful feedback, and engage with peers' ideas.
10. Group Projects
1. Criteria: Students will work collaboratively in small groups to research and present a specific historical topic, demonstrating teamwork, research skills, and presentation abilities.
 2. Assessment Focus: Teamwork, contribution to the project, organization, and effective communication.
11. Quizzes
1. Criteria: Students will take quizzes to assess their understanding of specific lessons or topics.
 2. Assessment Focus: Knowledge retention, clarity of understanding, and mastery of key concepts.
12. Final Summative Test
1. Criteria: A comprehensive final exam that assesses the overall understanding of the material covered throughout the course.
 2. Assessment Focus: Overall comprehension of historical events, trends, figures, and concepts, with a focus on analysis, synthesis, and application of knowledge.

Resources

Textbook Resources

McGraw Hill textbook (primary), American Vision textbook (secondary), Actively Learn (McGraw Hill), Inquiry Journal activities (McGraw Hill)

Web-based Resources

TeachingHistory.org, GimKit, Quizizz, Quizlet, Kahoot, EdPuzzle, Nearpod, Peardeck, Digital Inquiry Group, PBS, C-Span, Crash Course: World, US & European History

Museum/Institute Resources

Holocaust Museum Resources, Teach Rock Resources, DBQ Project Materials, National Museum of American History Resources, National Endowment for the Humanities Resources, Gilder Lehrman Institute Resources, various Public Library Sources, Angel Island Immigration Station

Resources

Teacher Selected or Teacher Made Resources

Various period-specific Primary Sources, various period-specific Secondary Sources, various period-specific Map resources, provided or teacher-created worksheets, guided readings, graphic organizers

Documentary Resources

America: The Story of Us (History Channel), other listed History Channel documentaries

Other supplemental materials mentioned in Unit Plans

Unit Plan

Topics/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
1. American Involvement in Vietnam Begins	<p>Describe the origins of U.S. involvement in Vietnam, including the role of the Truman Doctrine, containment policy, and the Gulf of Tonkin Resolution.</p> <p>Analyze the strategies and tactics used by both the U.S. military and the Viet Cong during the early stages of the Vietnam War.</p> <p>Evaluate the significance of key events, such as the Tet Offensive, in shaping public opinion and military strategy.</p>	<p>New American Lecture</p> <p>Actively Learn Resources</p> <p>Facing History & Ourselves</p> <p>Crash Course: US, World & European History</p> <p>Vietnam War Timeline Project</p> <p>Vietnam War Podcast Project</p> <p>Vietnam War Photographs Gallery Walk</p> <p>Vietnam War Soldier Primary Source Analysis</p> <p>Vietnam in HD (2011)</p> <p>Teach Rock Resource</p> <p>America in Color</p> <p>Vocabulary</p>	<ul style="list-style-type: none">• Quizzes• Primary Source readings• Graphic Organizer completion• Project completion• Map activities• DBQ questions• Vocabulary assessments• Free-Response Essay questions• Test questions• Exit tickets

<p>2. The Antiwar Movement</p>	<p>Identify the key factors that contributed to the rise of the anti-war movement in the United States during the Vietnam War.</p> <p>Assess the role of media coverage, protests, and influential figures in shaping public attitudes toward the Vietnam War.</p> <p>Compare and contrast the perspectives of supporters and opponents of the war, analyzing the political and social impacts of the anti-war movement.</p>	<p>New American Lecture</p> <p>Actively Learn Resources</p> <p>Facing History & Ourselves</p> <p>Crash Course: US, World & European History</p> <p>Vietnam War Timeline Project</p> <p>Vietnam War: Birds vs. Doves Classroom Debate</p> <p>Vietnam War Blog Post</p> <p>Walter Cronkite & the Vietnam War Guided Reading</p> <p>Vietnam & the Anti-War Movement Guided Reading</p> <p>Vietnam in HD (2011)</p> <p>The Movement and the "Mad Man" (2023)</p> <p>The Boy Who Said No: Draft Resistance and the Vietnam War (2024)</p> <p>Teach Rock Resource</p> <p>Cults of the 60s & 70s Stations Activity</p> <p>Counterculture of the 60s & 70s</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets
<p>3. The Vietnam War Ends</p>	<p>Explain the role of President Nixon's Vietnamization policy in reducing U.S. involvement in the war.</p> <p>Analyze the significance of the Paris Peace Accords and the eventual fall of Saigon in ending the Vietnam War.</p> <p>Assess the political, social, and economic effects of the Vietnam War on the United States and Vietnam.</p>	<p>New American Lecture</p> <p>Actively Learn Resources</p> <p>Facing History & Ourselves</p> <p>Crash Course: US, World & European History</p> <p>Vietnam War Timeline Project</p> <p>Fall of Saigon Primary Source Video Viewing & Reflection</p> <p>A Bond Unbroken (2017)</p> <p>Vietnam in HD (2011)</p> <p>Last Days in Vietnam (2014)</p> <p>Teach Rock Resource</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets

<p>4. Reviewing the Vietnam War</p>	<p>Evaluate the causes, key events, and consequences of U.S. involvement in the Vietnam War, including its impact on domestic and foreign policy.</p> <p>Analyze the influence of the anti-war movement and media coverage in shaping public opinion and U.S. government decisions during the Vietnam War.</p>	<p>The Post (2017)</p> <p>The People v. Agent Orange (2020)</p> <p>Vietnam in HD (2011)</p> <p>Review Sheets</p> <p>Crash Course</p> <p>Jeopardy</p> <p>Review Games</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets
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Standards

	<p>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>SOC.6.1.12.EconEM.12.a</p>	<p>Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.</p>
<p>SOC.6.1.12.HistoryCC.12.a</p>	<p>Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.</p>
<p>SOC.6.1.12.HistoryCC.12.e</p>	<p>Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.</p>
<p>SOC.6.1.12.CivicsDP.14.a</p>	<p>Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.</p>

Suggested Modifications for Special Education, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Special Education*:

- Collaboration between Content Education and Special Education teachers
- Preferential seating to minimize distractions
- Printed and highlighted notes
- Modified tests, quizzes, worksheets, and written assignments
- Repetition of directions and refocus activities
- Test, quiz, and assessment questions read aloud if needed
- Allow for extended time on assessments and assignments
- Alternative assessment formats (oral exams, project-based assessments)
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

504-Eligible Students*:

- Collaboration between teachers and support staff to ensure accommodations are met
- Preferential seating to minimize distractions

- Extended time on assessments and assignments
- Access to printed and highlighted notes
- Option for verbal or dictated responses on assignments and assessments
- Reduced workload or modified assignments as needed
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Alternative assessment formats (oral exams, project-based assessments)
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

Multilingual Language Learners (MLL):

- Collaboration between Content Education and ESL teachers
- Use of audio recordings when applicable
- Use of translation dictionaries when applicable
- Provide opportunities for oral responses and assessments
- Allow use of computer or other technological devices for assignments
- Highlight important notes and key concepts
- Use of graphic organizers to support comprehension
- Assign a peer liaison for additional support
- Incorporation of visual aids and real-world examples to reinforce concepts
- Modified assignments to focus on essential content
- Additional scaffolding such as sentence starters and guided practice

At-Risk Students:

- Small group instruction or one-on-one support when possible
- Clear, step-by-step instructions and modeling of tasks
- Use of engaging, real-world connections to make content more relevant
- Frequent feedback and progress monitoring
- Additional scaffolding (sentence starters, guided practice, visual supports)
- Peer mentoring and collaborative learning opportunities
- Encouragement of active participation through hands-on and interactive learning
- Flexible deadlines and opportunities for revision and reassessment
- Regular check-ins with teacher or counselor for academic and emotional support
- Positive reinforcement and goal-setting strategies to encourage motivation and engagement

Gifted Students:

- Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
- Incorporate outside sources (media, content, community resources) for further study that are thematic in nature
- Promote self-directed and self-initiated learning opportunities
- Allow for the development of productive thinking skills to encourage students to generate new knowledge
- Provide opportunities for leadership roles in collaborative projects
- Offer independent research projects and inquiry-based assignments
- Encourage critical analysis of multiple perspectives and interpretations of historical events

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Computer Sci Design Thinking

CS.9-12.8.1.12.NI.2	Evaluate security measures to address various common security threats.
CS.9-12.8.2.12.ETW.3	Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
CS.9-12.8.2.12.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.
CS.9-12.8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
CS.9-12.8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
WRK.9.2.12.CAP.17	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.IML	Information and Media Literacy
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

Unit 9: More Civil Rights Voices

Content Area: **Sample Content Area**

Course(s):

Time Period:

Length:

Status: **Awaiting Review**

Summary of the Unit

This unit expands the traditional narrative of the Civil Rights Movement by highlighting the struggles and contributions of marginalized groups beyond the African American experience. Students will explore how different communities—including women, Latinos, Native Americans, LGBTQ+ individuals, and people with disabilities—fought for civil rights and sought greater recognition, equality, and representation in American society. By examining these movements, students will gain a broader understanding of intersectionality and how various civil rights struggles were interconnected in shaping a more inclusive vision of justice.

The unit begins with an overview of the broader Civil Rights Movement, setting the historical context for the emergence of new voices in the fight for equality. Students will analyze the ways in which different groups organized, protested, and influenced policy to demand change. Special attention will be given to the modern feminist movement, exploring its fight for workplace equality, reproductive rights, and protection against gender-based violence. Students will assess the impact of key events, legislative milestones, and influential leaders while also discussing ongoing challenges in the struggle for gender equality.

Another key focus of this unit is the Latino civil rights movement, emphasizing the efforts of organizations such as Las Adelitas de Aztlán and the Chicano Movement. Students will explore how Latinos fought for labor rights, education reform, and political representation, addressing issues such as exploitation, disenfranchisement, and cultural identity. Through an examination of grassroots activism, students will see how Latino communities worked to bring about meaningful social and economic change.

Beyond African American and Latino struggles, the unit will explore how the Civil Rights Movement expanded to include other marginalized communities, such as Native Americans, LGBTQ+ individuals, and people with disabilities. Students will investigate the unique challenges and activism of these groups, focusing on key events, legal battles, and social movements that fought against discrimination and exclusion. The concept of intersectionality will be central to this discussion, illustrating how overlapping identities influenced activism and the broader civil rights landscape.

In the final section of this unit, students will engage in a comprehensive review of these movements, reflecting on their successes, setbacks, and lasting impact on American society. They will be encouraged to draw connections between past civil rights struggles and contemporary social justice movements, considering how these historical fights continue to shape conversations about equality today. By the end of this unit, students will develop a deeper appreciation for the diversity of civil rights activism and the ongoing quest for justice in the United States.

Enduring Understandings

Students will understand that:

- the fight for civil rights extended beyond racial equality, encompassing diverse movements advocating for gender, ethnic, and LGBTQ+ rights
- the Civil Rights Movement inspired and intersected with other movements, including the

feminist movement, Latino rights activism, LGBTQ+ rights, and disability rights.

- the expansion of civil rights was achieved through activism, legal battles, and policy changes, but faced significant resistance.
- landmark legislation and Supreme Court decisions played crucial roles in advancing equal rights for all Americans.
- the struggle for civil rights is ongoing, and modern movements build upon the efforts of past activists
- social, political, and economic factors influence the success or setbacks of civil rights movements.
- these efforts reflect the evolving understanding of equality and justice in America.

Essential Questions

1. How did the Civil Rights Movement inspire and influence other social justice movements in the United States?
2. What strategies and tactics were used by various civil rights and social justice movements to achieve their goals?
3. How did intersectionality shape the fight for civil rights and social justice?
4. What challenges and successes did these movements face in gaining societal and legal recognition?
5. What role did landmark court cases and legislation play in expanding civil rights for marginalized groups?
6. How have civil rights movements evolved over time in response to social and political changes?
7. How did movements for gender equality, LGBTQ+ rights, Latino rights, and indigenous rights contribute to the expansion of civil rights in America?
8. How have past civil rights movements influenced contemporary activism?
9. What are the ongoing challenges and debates surrounding civil rights today?
10. How can individuals and society continue to promote equality and justice in the 21st century?

Summative Assessment and/or Summative Criteria

Assessments can include the following:

1. Essays and Research Papers
 1. Criteria: Students will write analytical essays or research papers that demonstrate their understanding of key historical events, policies, or movements. The essay should provide evidence-based analysis, including references to primary and secondary sources.
 2. Assessment Focus: Depth of analysis, historical accuracy, coherence of argument, and use of supporting evidence.
2. Multiple-Choice Tests
 1. Criteria: Students will complete a multiple-choice exam that assesses their knowledge of key events, figures, and concepts from the curriculum.
 2. Assessment Focus: Recall of factual information, understanding of historical context, and recognition of significant events or figures.
3. Document-Based Questions (DBQ)
 1. Criteria: Students will analyze a series of primary source documents related to a specific historical event or theme and write an essay based on these documents.
 2. Assessment Focus: Critical thinking, interpretation of primary sources, ability to synthesize information, and historical argumentation.
4. Presentations

1. Criteria: Students will create and present a multimedia presentation on a specific topic from the curriculum, demonstrating their ability to organize and communicate historical information effectively.
 2. Assessment Focus: Clarity of presentation, use of multimedia (e.g., slides, videos), depth of research, and ability to answer questions.
5. Class Discussions and Debates
1. Criteria: Students will participate in class discussions or debates on key historical issues, demonstrating their ability to express informed opinions and engage with different viewpoints.
 2. Assessment Focus: Knowledge of the topic, engagement with peers, clarity of arguments, and critical thinking.
6. Timelines and Infographics
1. Criteria: Students will create a timeline or infographic that visually represents key events or developments from a specific historical period or topic.
 2. Assessment Focus: Accuracy, clarity, and visual organization of historical events and concepts.
7. Short-Answer Questions
1. Criteria: Students will answer short-answer questions that test their understanding of specific events, figures, or concepts from the course.
 2. Assessment Focus: Concise and accurate responses, clarity of thought, and historical detail.
8. Research Projects
1. Criteria: Students will conduct a research project on a selected historical topic, gathering and analyzing primary and secondary sources, and presenting their findings in a written report.
 2. Assessment Focus: Research skills, analysis of sources, organization of findings, and ability to synthesize information.
9. Peer Reviews
1. Criteria: Students will provide constructive feedback on each other's work, including essays, projects, or presentations.
 2. Assessment Focus: Ability to assess the quality of work, provide clear and helpful feedback, and engage with peers' ideas.
10. Group Projects
1. Criteria: Students will work collaboratively in small groups to research and present a specific historical topic, demonstrating teamwork, research skills, and presentation abilities.
 2. Assessment Focus: Teamwork, contribution to the project, organization, and effective communication.
11. Quizzes
1. Criteria: Students will take quizzes to assess their understanding of specific lessons or topics.
 2. Assessment Focus: Knowledge retention, clarity of understanding, and mastery of key concepts.
12. Final Summative Test
1. Criteria: A comprehensive final exam that assesses the overall understanding of the material covered throughout the course.
 2. Assessment Focus: Overall comprehension of historical events, trends, figures, and concepts, with a focus on analysis, synthesis, and application of knowledge.

Textbook Resources

McGraw Hill textbook (primary), American Vision textbook (secondary), Actively Learn (McGraw Hill), Inquiry Journal activities (McGraw Hill)

Web-based Resources

TeachingHistory.org, GimKit, Quizizz, Quizlet, Kahoot, EdPuzzle, Nearpod, Peardeck, Digital Inquiry Group, PBS, C-Span, Crash Course: World, US & European History

Museum/Institute Resources

Holocaust Museum Resources, Teach Rock Resources, DBQ Project Materials, National Museum of American History Resources, National Endowment for the Humanities Resources, Gilder Lehrman Institute Resources, various Public Library Sources, Angel Island Immigration Station Resources

Teacher Selected or Teacher Made Resources

Various period-specific Primary Sources, various period-specific Secondary Sources, various period-specific Map resources, provided or teacher-created worksheets, guided readings, graphic organizers

Documentary Resources

America: The Story of Us (History Channel), other listed History Channel documentaries

Other supplemental materials mentioned in Unit Plans

Unit Plan

Topics/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
1. Introducing More Civil Rights Voices	Analyze and evaluate the contributions of diverse civil rights activists, including lesser-known figures, to develop a broader and more inclusive understanding of the modern civil rights movements in America	Understanding Time & Place 1968-1990 Reading & Questions (p.716), New American Lecture PBS Lessons and Resource Crash Course: US History Teach Rock Resource Vocabulary	<ul style="list-style-type: none">• Quizzes• Primary Source readings• Graphic Organizer completion• Project completion• Map activities• DBQ questions• Vocabulary assessments• Free-Response Essay questions• Test questions• Project• Exit tickets
2. The Modern Feminist Movement	Define feminism & explain the origins of the women's movement Explain the formation & objectives of the National Organization of Women (NOW) Describe the impact of African	Actively Learn Resources Facing History & Ourselves Lessons & Resources Crash Course: US History Teach Rock Resources & Lessons (Online)	<ul style="list-style-type: none">• Quizzes• Primary Source readings• Graphic Organizer completion• Project completion

	<p>American women on the women's movement</p> <p>Identify the political & economic gains made by women during this time</p> <p>Describe attempts to pass the Equal Rights Amendment explain the passage of Title IX and its impact on increasing education opportunities for women</p> <p>Explain how the right to privacy was applied by the Supreme Court in Griswold v. Connecticut</p>	<p>The Feminist Movement Reading & Check In Questions (p. 719)</p> <p>Modern Feminist Movement Timeline</p> <p>Hidden Figures (2016)</p> <p>On the Basis of Sex (2018)</p> <p>New American Lecture</p> <p>PBS Lessons & Resources</p> <p>Teach Rock Resource</p> <p>Modern Feminists Presentation and/or Poster Project</p> <p>Feminists: What were they Thinking?</p>	<ul style="list-style-type: none"> • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Project • Exit tickets
3. Organizing Latino Rights	<p>Describe the history of the settlement and migration of Latinos in the United States.</p> <p>Explain how the changing immigration laws impacted the migration of Latinos to the United States and established the effort to define and limited undocumented immigrants.</p> <p>Describe the founding goals and strategies of the league of United Latin Americans Citizens, GI forum and other early Latino civil rights organizations.</p> <p>Describe how Cesar Chaves and Dolores Huerta formed the United Farm Workers and advanced the rights of farmworkers.</p> <p>Explain how the Mexican American Youth Organization (MAYO) and La Raza Unida increased civil participation and ethnic pride among Latino Youths.</p> <p>Describe the origins and legacy of the Chicano rural movement.</p>	<p>Cesar Chavez (2014)</p> <p>Dolores (2017)</p> <p>Actively Learn Resources</p> <p>Facing History & Ourselves Resources & Lessons</p> <p>Crash Course: US History</p> <p>Organizing Latino Rights Reading & Check in Question (P.725)</p> <p>New American Lecture</p> <p>PBS Lessons & Resources</p> <p>Teach Rock Resource</p> <p>Cesar Chavez & Dolores Huerta Trading Card Creation Activity</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Project • Exit tickets
4. The Civil Rights Movement Expands	<p>Describe the reasoning and impact of the occupation of Alcatraz Island by the Indians of All Tribes.</p>	<p>Loving (2016)</p> <p>Actively Learn Resources</p> <p>Facing History & Ourselves</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer

	<p>Identify the political, economic & educational gains of the American Indian Movement (AIM).</p> <p>Explain the Loving v. Virginia Supreme Court Ruling</p> <p>Describe the increase of immigration from Asian and the movement of Asian Americans fighting against discrimination.</p> <p>Describe the history of the LGBTQ+ organizations founded to fight against violence & discrimination</p> <p>Describe the persons with disabilities efforts for equality, leading to the passage of the Americans with Disabilities Act (ADA)</p>	<p>Lessons & Resources</p> <p>Crash Course: US History</p> <p>The Civil Rights Movement Expanded Reading & Check in Questions (p.731)</p> <p>New American Lecture</p> <p>LGBTQ+ Timeline Project</p> <p>The Civil Rights Movement Expands Reading & Check In Questions (p. 731)</p> <p>Fight for the ADA Children's Book Gallery Walk</p> <p>Stonewall Uprising: The Year that Changed America (2023)</p> <p>Teach Rock Resources & Lessons</p> <p>Occupation of Alcatraz: Retro Report</p> <p>PBS Lessons & Resources</p> <p>Inquiry Activity: Turning Point: The Americans with Disabilities Act (p.737)</p> <p>Inquiry Activity: Building New Freedom Movements (p. 741)</p> <p>The Crime That Fueled an Asian American Civil Rights Movement: Retro Report Activity</p> <p>Rustin (2023)</p> <p>Pride (2021)</p> <p>Visible: Out on Television (2020)</p> <p>Asian Americans (2020)</p> <p>The Environment: PBS: American Experience Resources</p> <p>ADA Guided Reading</p> <p>Stonewall Uprising Guided Reading</p> <p>LGBTQ+ Rights Timeline</p> <p>Effects of the AIDS Crisis on the LGBTQ+ Community Analysis</p>	<p>completion</p> <ul style="list-style-type: none"> • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Project • Exit tickets
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		Native American Rights Movement Guided Movement	
5. Reviewing More Civil Rights Voices	<p>Explain how different civil rights movements were influenced by one another.</p> <p>Describe the policies that affected the treatment and rights of minority groups.</p> <p>Examine U.S. Immigration legislation & describe how it affected the immigrants coming to America.</p> <p>Identify the main events of the new rights movements taking place during this time period.</p> <p>Describe how these movements changed American Society & Culture today.</p>	<p>Reviewing More Civil Rights Voices: Chart (p.747)</p> <p>Apply What You Learned (p.749)</p> <p>Crash Course</p> <p>Review Sheets</p> <p>More Civil Rights Voices Timeline</p> <p>Jeopardy</p> <p>Review Games</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Project • Exit tickets

Standards

SOC.6.1.12.HistoryCC.13.b	Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.
SOC.6.1.12.HistoryCC.13.d	Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
SOC.6.1.12.HistoryUP.13.a	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
SOC.6.1.12.HistorySE.13.a	Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
SOC.6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
SOC.6.1.12.CivicsPI.14.d	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
SOC.6.1.12.CivicsCM.14.a	Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
SOC.6.1.12.CivicsPD.14.a	Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
SOC.6.1.12.CivicsDP.14.a	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
SOC.6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
SOC.6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
SOC.6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or

	individuals.
SOC.6.1.12.HistoryCC.14.d	Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.
SOC.6.1.12.GeoHE.16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

Suggested Modifications for Special Education, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Special Education*:

- Collaboration between Content Education and Special Education teachers
- Preferential seating to minimize distractions
- Printed and highlighted notes
- Modified tests, quizzes, worksheets, and written assignments
- Repetition of directions and refocus activities
- Test, quiz, and assessment questions read aloud if needed
- Allow for extended time on assessments and assignments
- Alternative assessment formats (oral exams, project-based assessments)
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

504-Eligible Students*:

- Collaboration between teachers and support staff to ensure accommodations are met
- Preferential seating to minimize distractions
- Extended time on assessments and assignments
- Access to printed and highlighted notes
- Option for verbal or dictated responses on assignments and assessments
- Reduced workload or modified assignments as needed
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Alternative assessment formats (oral exams, project-based assessments)
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

Multilingual Language Learners (MLL):

- Collaboration between Content Education and ESL teachers
- Use of audio recordings when applicable
- Use of translation dictionaries when applicable
- Provide opportunities for oral responses and assessments
- Allow use of computer or other technological devices for assignments
- Highlight important notes and key concepts
- Use of graphic organizers to support comprehension
- Assign a peer liaison for additional support
- Incorporation of visual aids and real-world examples to reinforce concepts
- Modified assignments to focus on essential content
- Additional scaffolding such as sentence starters and guided practice

At-Risk Students:

- Small group instruction or one-on-one support when possible
- Clear, step-by-step instructions and modeling of tasks
- Use of engaging, real-world connections to make content more relevant
- Frequent feedback and progress monitoring
- Additional scaffolding (sentence starters, guided practice, visual supports)
- Peer mentoring and collaborative learning opportunities
- Encouragement of active participation through hands-on and interactive learning
- Flexible deadlines and opportunities for revision and reassessment
- Regular check-ins with teacher or counselor for academic and emotional support
- Positive reinforcement and goal-setting strategies to encourage motivation and engagement

Gifted Students:

- Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
- Incorporate outside sources (media, content, community resources) for further study that are thematic in nature
- Promote self-directed and self-initiated learning opportunities
- Allow for the development of productive thinking skills to encourage students to generate new knowledge
- Provide opportunities for leadership roles in collaborative projects
- Offer independent research projects and inquiry-based assignments
- Encourage critical analysis of multiple perspectives and interpretations of historical events

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Computer Sci Design Thinking

CS.9-12.8.1.12.IC.3	Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
CS.9-12.8.2.12.ETW.1	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.
CS.9-12.8.2.12.ETW.3	Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
CS.9-12.8.2.12.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.
CS.9-12.8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
CS.9-12.8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

PFL.9.1.12.EG.3	Explain how individuals and businesses influence government policies.
PFL.9.1.12.EG.5	Relate a country's economic system of production and consumption to building

personal wealth, the mindset of social comparison, and achieving societal responsibilities.

PFL.9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
WRK.9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
WRK.9.2.12.CAP.17	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

| Unit 10: Political Divisions

Content Area: **Sample Content Area**

Course(s):

Time Period:

Length:

Status: **Awaiting Review**

Summary of the Unit

This unit explores the political divisions that have shaped the United States from the 1970s to the early 21st century, examining key events, policies, and ideological shifts that have defined modern American politics. Beginning with the 1970s and the Watergate scandal, students will analyze how distrust in government grew following President Richard Nixon's resignation and how the scandal reshaped public perceptions of political leadership and accountability. The economic struggles of the decade, including stagflation, the oil crisis, and shifting global dynamics, will be examined to understand the challenges faced by subsequent administrations.

The unit then moves into the Reagan Revolution, a period marked by the resurgence of conservatism, supply-side economics, and a renewed focus on military strength during the Cold War. Students will assess Ronald Reagan's economic policies, deregulation efforts, tax cuts, and the impact of the administration's foreign and domestic policies on American society. The ideological divide between conservatives and liberals deepened during this period, setting the stage for ongoing political debates over the role of government in economic and social issues.

As the Cold War ended, the United States entered a new era of global leadership known as the New World Order, where America's role in international affairs shifted significantly. Students will explore the foreign policy decisions of George H.W. Bush, including the Persian Gulf War, U.S. involvement in global conflicts, and the challenges of transitioning to a post-Cold War world. Discussions will focus on the impact of globalization and how the United States positioned itself as the dominant superpower while facing new international challenges.

The unit continues with the Clinton administration, a period of economic expansion, political controversies, and further polarization. Students will analyze Bill Clinton's domestic policies, welfare reform, economic globalization, and impeachment proceedings, evaluating how these events shaped public trust in government and deepened partisan divides. Social issues such as healthcare reform, crime policies, and cultural conflicts during the 1990s will also be explored to understand the growing ideological rift in American politics.

Finally, in reviewing political divisions, students will reflect on how these key historical moments contributed to modern political polarization, shifts in party ideologies, and the evolution of policy debates that continue today. By examining the causes and consequences of these political divisions, students will gain a deeper understanding of the complexities of American governance and the lasting impact of partisanship on national and global affairs.

Enduring Understandings

The students will understand:

- the Watergate scandal significantly eroded public trust in government institutions and led to reforms aimed at increasing transparency and accountability.
- the Reagan administration ushered in a conservative shift in American politics, emphasizing deregulation, tax cuts, and a strong national defense, which had lasting effects on domestic and foreign policies.

- the conclusion of the Cold War and the emergence of a "New World Order" redefined the United States' role on the global stage, leading to new diplomatic and military challenges.
- the Clinton administration's adoption of centrist policies, known as the "Third Way" sought to bridge traditional political divides but also faced significant partisan opposition and controversy.
- the period from the 1970s to the 1990s witnessed growing ideological divides between political parties, contributing to the heightened polarization observed in contemporary American politics.

Essential Questions

1. How did the Watergate scandal reshape public trust in government and politics?
2. How did the Watergate scandal influence public perceptions of government and lead to subsequent political reforms?
3. In what ways did Ronald Reagan's administration redefine the role of conservatism in American politics?
4. What were the key factors that contributed to the end of the Cold War, and how did they shape the concept of a "New World Order"?
5. How did the fall of the Soviet Union create new global challenges for U.S. foreign policy?
6. In what ways did the Reagan administration's policies redefine the role of the federal government and impact American society?
7. How did President Clinton's "Third Way" approach attempt to reconcile liberal and conservative ideologies, and what were its successes and challenges?
8. How did Bill Clinton's impeachment reflect the increasing polarization in American politics?
9. What impact did the "Contract with America" have on domestic policies and political discourse?
10. What were the primary causes of increasing political polarization during this period, and how have they influenced current political dynamics in the United States?

Summative Assessment and/or Summative Criteria

Assessments can include the following:

1. Essays and Research Papers
 1. Criteria: Students will write analytical essays or research papers that demonstrate their understanding of key historical events, policies, or movements. The essay should provide evidence-based analysis, including references to primary and secondary sources.
 2. Assessment Focus: Depth of analysis, historical accuracy, coherence of argument, and use of supporting evidence.
2. Multiple-Choice Tests
 1. Criteria: Students will complete a multiple-choice exam that assesses their knowledge of key events, figures, and concepts from the curriculum.
 2. Assessment Focus: Recall of factual information, understanding of historical context, and recognition of significant events or figures.
3. Document-Based Questions (DBQ)
 1. Criteria: Students will analyze a series of primary source documents related to a specific historical event or theme and write an essay based on these documents.
 2. Assessment Focus: Critical thinking, interpretation of primary sources, ability to synthesize information, and historical argumentation.
4. Presentations
 1. Criteria: Students will create and present a multimedia presentation on a specific topic

- from the curriculum, demonstrating their ability to organize and communicate historical information effectively.
2. Assessment Focus: Clarity of presentation, use of multimedia (e.g., slides, videos), depth of research, and ability to answer questions.
5. Class Discussions and Debates
 1. Criteria: Students will participate in class discussions or debates on key historical issues, demonstrating their ability to express informed opinions and engage with different viewpoints.
 2. Assessment Focus: Knowledge of the topic, engagement with peers, clarity of arguments, and critical thinking.
 6. Timelines and Infographics
 1. Criteria: Students will create a timeline or infographic that visually represents key events or developments from a specific historical period or topic.
 2. Assessment Focus: Accuracy, clarity, and visual organization of historical events and concepts.
 7. Short-Answer Questions
 1. Criteria: Students will answer short-answer questions that test their understanding of specific events, figures, or concepts from the course.
 2. Assessment Focus: Concise and accurate responses, clarity of thought, and historical detail.
 8. Research Projects
 1. Criteria: Students will conduct a research project on a selected historical topic, gathering and analyzing primary and secondary sources, and presenting their findings in a written report.
 2. Assessment Focus: Research skills, analysis of sources, organization of findings, and ability to synthesize information.
 9. Peer Reviews
 1. Criteria: Students will provide constructive feedback on each other's work, including essays, projects, or presentations.
 2. Assessment Focus: Ability to assess the quality of work, provide clear and helpful feedback, and engage with peers' ideas.
 10. Group Projects
 1. Criteria: Students will work collaboratively in small groups to research and present a specific historical topic, demonstrating teamwork, research skills, and presentation abilities.
 2. Assessment Focus: Teamwork, contribution to the project, organization, and effective communication.
 11. Quizzes
 1. Criteria: Students will take quizzes to assess their understanding of specific lessons or topics.
 2. Assessment Focus: Knowledge retention, clarity of understanding, and mastery of key concepts.
 12. Final Summative Test
 1. Criteria: A comprehensive final exam that assesses the overall understanding of the material covered throughout the course.
 2. Assessment Focus: Overall comprehension of historical events, trends, figures, and concepts, with a focus on analysis, synthesis, and application of knowledge.

Resources

Textbook Resources

McGraw Hill textbook (primary), American Vision textbook (secondary), Actively Learn (McGraw Hill), Inquiry Journal activities (McGraw Hill)

Web-based Resources

TeachingHistory.org, GimKit, Quizizz, Quizlet, Kahoot, EdPuzzle, Nearpod, Peardeck, Digital Inquiry Group, PBS, C-Span, Crash Course: World, US & European History

Museum/Institute Resources

Holocaust Museum Resources, Teach Rock Resources, DBQ Project Materials, National Museum of American History Resources, National Endowment for the Humanities Resources, Gilder Lehrman Institute Resources, various Public Library Sources, Angel Island Immigration Station Resources

Teacher Selected or Teacher Made Resources

Various period-specific Primary Sources, various period-specific Secondary Sources, various period-specific Map resources, provided or teacher-created worksheets, guided readings, graphic organizers

Documentary Resources

America: The Story of Us (History Channel), other listed History Channel documentaries

Other supplemental materials mentioned in Unit Plans

Unit Plan

Topics/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
1. The 1970s and Watergate	<p>Analyze the causes and consequences of the Watergate scandal and its impact on public trust in government.</p> <p>Explain the role of investigative journalism in uncovering the Watergate scandal and influencing public opinion. Assess the effects of the Watergate scandal on subsequent political reforms, such as campaign finance laws and increased government transparency.</p>	<p>All the President's Men (1976)</p> <p>Martha Mitchell Effect (2022)</p> <p>Dick Cavett's Watergate (2014)</p> <p>The 1970s & Watergate Reading & Check in Questions (p. 757)</p> <p>Actively Learn Resources</p> <p>Crash Course: US History</p> <p>Nixon (1990)</p> <p>Vocabulary</p> <p>Effects of the Watergate Scandal Guided Reading</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets
2. The Reagan Revolution	<p>Describe the key policies of Reaganomics and evaluate their impact on the U.S. economy and society during the 1980s.</p> <p>Analyze the role of President</p>	<p>Actively Learn Resources</p> <p>Crash Course: US History</p> <p>Ronald Reagan: An American Journey</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion

	<p>Reagan's conservative agenda in reshaping domestic policies, including taxation, welfare, and deregulation.</p> <p>Evaluate the impact of Reagan's foreign policy decisions, including his approach to the Cold War and the Iran-Contra affair, on public opinion and political divisions.</p>	<p>Reagan's Domestic & Foreign Policy Chart</p> <p>Reagan's Presidency Stations</p> <p>Iran-Contra Affair Guided Reading</p> <p>AIDS Epidemic Guided Reading</p> <p>How to Survive a Pandemic (2012)</p>	<ul style="list-style-type: none"> • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets
3. The New World Order	<p>Explain the concept of the "New World Order" as envisioned by President George H.W. Bush and its implications for U.S. foreign policy after the Cold War.</p> <p>Assess the significance of key international events, such as the Gulf War and the collapse of the Soviet Union, in shaping American political and public discourse.</p>	<p>New American Lecture</p> <p>Actively Learn Resources</p> <p>Facing History & Ourselves</p> <p>Crash Course: US, World & European History</p> <p>Teach Rock Resource</p> <p>Gulf War Stations Activity</p> <p>Collapse of the Soviet Union Guided Reading</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets
4. The Clinton Administration	<p>Analyze the domestic policies of the Clinton administration, including welfare reform and healthcare initiatives, and their impact on political divisions.</p> <p>Assess the significance of key events during Clinton's presidency, such as the 1994 midterm elections and the impeachment trial, in shaping partisan divisions and public trust in government.</p> <p>Evaluate the role of the Clinton administration in responding to globalization and economic changes, such as the rise of the technology sector and international trade agreements like NAFTA.</p>	<p>New American Lecture</p> <p>Actively Learn Resources</p> <p>Facing History & Ourselves</p> <p>Crash Course: US, World & European History</p> <p>Teach Rock Resource</p> <p>Clinton's Presidency Timeline Activity</p> <p>NAFTA Guided Reading</p> <p>Clinton's Impeachment Stations Activity</p> <p>Clinton's Presidency WebQuest</p> <p>Clinton's Domestic Policies Guided Reading</p> <p>1994 Election Guided Reading</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets
5. Reviewing Political Divisions	<p>Evaluate the key political, social, and economic developments in the United States from the 1970s to the 1990s and their influence on modern political divisions.</p>	<p>New American Lecture</p> <p>Actively Learn Resources</p> <p>Facing History & Ourselves</p> <p>Crash Course: US, World &</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Project

	Analyze the impact of presidential leadership, scandals, and key domestic and international events on public trust and political polarization during this period.	European History Teach Rock Resource 1970s-1990s Timeline Review Sheets Jeopardy Review Games	completion <ul style="list-style-type: none"> • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Exit tickets
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Standards

SOC.6.1.12.HistoryCC.11.a	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
SOC.6.1.12.EconNE.12.a	Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
SOC.6.1.12.EconGE.12.a	Assess the impact of agricultural innovation on the world economy.
SOC.6.1.12.EconEM.12.a	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
SOC.6.1.12.HistoryCC.12.b	Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.
SOC.6.1.12.HistoryCC.12.c	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
SOC.6.1.12.HistoryCC.12.d	Explain how the development and proliferation of nuclear weapons affected international relations.
SOC.6.1.12.HistoryCC.12.e	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
SOC.6.1.12.HistorySE.12.b	Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.
SOC.6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
SOC.6.1.12.GeoHE.13.a	Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.
SOC.6.1.12.EconNE.13.c	Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
SOC.6.1.12.CivicsPI.14.b	Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
SOC.6.1.12.CivicsPI.14.d	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
SOC.6.1.12.CivicsPD.14.a	Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
SOC.6.1.12.CivicsDP.14.a	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

SOC.6.1.12.GeoHE.14.a	Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
SOC.6.1.12.EconNE.14.a	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
SOC.6.1.12.HistoryCC.14.b	Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.
SOC.6.1.12.HistoryCC.14.d	Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.
SOC.6.1.12.CivicsPR.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.
SOC.6.1.12.CivicsHR.15.a	Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
SOC.6.1.12.EconNE.15.a	Assess economic priorities related to international and domestic needs, as reflected in the national budget.
SOC.6.1.12.HistoryCC.15.a	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
SOC.6.1.12.HistoryCC.15.b	Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
SOC.6.1.12.HistoryCC.15.c	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
SOC.6.1.12.HistorySE.15.a	Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
SOC.6.1.12.HistorySE.15.b	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
SOC.6.1.12.HistorySE.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
SOC.6.1.12.CivicsPR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

Suggested Modifications for Special Education, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

Special Education*:

- Collaboration between Content Education and Special Education teachers
- Preferential seating to minimize distractions
- Printed and highlighted notes
- Modified tests, quizzes, worksheets, and written assignments
- Repetition of directions and refocus activities
- Test, quiz, and assessment questions read aloud if needed
- Allow for extended time on assessments and assignments
- Alternative assessment formats (oral exams, project-based assessments)
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Access to a quiet testing environment

- Organizational and time management support (checklists, graphic organizers, structured timelines)

504-Eligible Students*:

- Collaboration between teachers and support staff to ensure accommodations are met
- Preferential seating to minimize distractions
- Extended time on assessments and assignments
- Access to printed and highlighted notes
- Option for verbal or dictated responses on assignments and assessments
- Reduced workload or modified assignments as needed
- Use of assistive technology (speech-to-text, audiobooks, screen readers)
- Breaks as needed to support focus and processing
- Alternative assessment formats (oral exams, project-based assessments)
- Access to a quiet testing environment
- Organizational and time management support (checklists, graphic organizers, structured timelines)

Multilingual Language Learners (MLL):

- Collaboration between Content Education and ESL teachers
- Use of audio recordings when applicable
- Use of translation dictionaries when applicable
- Provide opportunities for oral responses and assessments
- Allow use of computer or other technological devices for assignments
- Highlight important notes and key concepts
- Use of graphic organizers to support comprehension
- Assign a peer liaison for additional support
- Incorporation of visual aids and real-world examples to reinforce concepts
- Modified assignments to focus on essential content
- Additional scaffolding such as sentence starters and guided practice

At-Risk Students:

- Small group instruction or one-on-one support when possible
- Clear, step-by-step instructions and modeling of tasks
- Use of engaging, real-world connections to make content more relevant
- Frequent feedback and progress monitoring
- Additional scaffolding (sentence starters, guided practice, visual supports)
- Peer mentoring and collaborative learning opportunities
- Encouragement of active participation through hands-on and interactive learning
- Flexible deadlines and opportunities for revision and reassessment
- Regular check-ins with teacher or counselor for academic and emotional support
- Positive reinforcement and goal-setting strategies to encourage motivation and engagement

Gifted Students:

- Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
- Incorporate outside sources (media, content, community resources) for further study that are thematic in nature
- Promote self-directed and self-initiated learning opportunities
- Allow for the development of productive thinking skills to encourage students to generate new knowledge
- Provide opportunities for leadership roles in collaborative projects
- Offer independent research projects and inquiry-based assignments

- Encourage critical analysis of multiple perspectives and interpretations of historical events

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Computer Sci Design Thinking

CS.9-12.8.1.12.NI.2	Evaluate security measures to address various common security threats.
CS.9-12.8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.
CS.9-12.8.2.12.ETW.3	Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
CS.9-12.8.2.12.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.
CS.9-12.8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
CS.9-12.8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

PFL.9.1.12.EG.3	Explain how individuals and businesses influence government policies.
PFL.9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.
PFL.9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
PFL.9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
WRK.9.2.12.CAP.17	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

| Unit 11: The New Millennium

Content Area: **Sample Content Area**

Course(s):

Time Period:

Length:

Status: **Awaiting Review**

Summary of the Unit

This unit examines key political, social, and economic developments that have shaped the United States in the 21st century, focusing on major events, leadership decisions, and ongoing challenges. Students will begin by exploring the Election of 2000, one of the most contested elections in American history, analyzing the Bush v. Gore Supreme Court case, the Florida recount, and the role of the Electoral College in determining the outcome. This election set the stage for growing political divisions and debates over electoral processes that continue today.

The unit then moves into the defining crisis of the early 21st century: the War on Terrorism. Following the September 11, 2001 attacks, the U.S. launched military operations in Afghanistan and Iraq, leading to prolonged conflicts and debates over national security, civil liberties, and foreign policy. Students will examine key events such as the Patriot Act, the War in Iraq, and the killing of Osama bin Laden, evaluating the impact of these actions on both the U.S. and global relations.

Domestically, President George W. Bush faced significant challenges, including Hurricane Katrina, the financial crisis of 2008, and ongoing debates over tax policy and healthcare. Students will assess how these issues shaped public perception of government response and economic policies, as well as how they influenced the 2008 election. The modern environmental debate will also be explored, examining policy responses to climate change, renewable energy initiatives, and global environmental agreements. The Obama presidency marked a shift in domestic and foreign policies, including the Affordable Care Act, economic recovery efforts following the Great Recession, and the Supreme Court ruling on same-sex marriage. Students will explore how Obama's presidency shaped modern political discourse, especially in areas such as racial justice, immigration, and international diplomacy. The unit will also cover the Trump administration, a period of heightened political division. Topics will include the 2016 election, policies on immigration and trade, judicial appointments, and the role of social media in political discourse. Students will analyze the impact of the administration on domestic policies, foreign relations, and the growing ideological divide in American politics.

In the final section of the unit, students will engage in a review of the new millennium, reflecting on how events from the past two decades continue to shape the United States today. They will discuss themes of political polarization, economic shifts, social movements, and the evolving role of the U.S. in global affairs, fostering critical discussions on the challenges and opportunities the country faces in the future.

Enduring Understandings

The students will understand that:

- the 2000 presidential election underscored the complexities of the U.S. electoral system and its impact on public trust in democratic institutions
- the events of September 11, 2001, led to significant shifts in national security policies, including the implementation of the USA PATRIOT Act, raising ongoing debates about the balance between security and individual freedoms.
- presidential administrations face multifaceted domestic issues, as evidenced by George W.

Bush's handling of natural disasters like Hurricane Katrina and economic downturns, highlighting the importance of effective leadership and policy responses.

- the early 21st century has seen contentious debates over environmental policies, with actions such as the Clear Skies Initiative and withdrawal from international agreements like the Kyoto Protocol reflecting differing approaches to environmental regulation and economic considerations.
- Barack Obama's presidency marked a significant shift in social policy with the passage of the Affordable Care Act, aiming to expand healthcare access amidst polarized public opinion.
- the presidencies of Barack Obama and Donald Trump illustrate contrasting foreign policy approaches, influencing America's role on the global stage and reflecting broader debates about national identity and international engagement.

Essential Questions

1. How did the outcome of the 2000 presidential election influence public perception of the U.S. electoral system and democratic legitimacy?
2. What role has technology played in transforming communication, culture, and politics?
3. How has globalization shaped the American economy and society in the 21st century?
4. How have events like 9/11 and the War on Terror influenced U.S. foreign and domestic policies?
5. In what ways did the September 11 attacks reshape U.S. national security policies, and how have these changes affected civil liberties?
6. What challenges did President George W. Bush encounter on the domestic front, and how did his administration's responses impact public trust and policy?
7. In what ways have social movements in the new millennium redefined ideas of equality and justice?
8. How have debates over environmental policies, such as the Clear Skies Initiative and international agreements, reflected the tension between economic interests and environmental protection?
9. What were the objectives and controversies surrounding the Affordable Care Act during Obama's presidency, and how has it influenced subsequent healthcare debates?
10. How did the foreign policies of Presidents Obama and Trump differ, and what do these differences reveal about America's evolving role in global affairs?
11. What challenges and opportunities does the United States face in an increasingly interconnected world?

Summative Assessment and/or Summative Criteria

Assessments can include the following:

1. Essays and Research Papers
 1. Criteria: Students will write analytical essays or research papers that demonstrate their understanding of key historical events, policies, or movements. The essay should provide evidence-based analysis, including references to primary and secondary sources.
 2. Assessment Focus: Depth of analysis, historical accuracy, coherence of argument, and use of supporting evidence.
2. Multiple-Choice Tests
 1. Criteria: Students will complete a multiple-choice exam that assesses their knowledge of key events, figures, and concepts from the curriculum.
 2. Assessment Focus: Recall of factual information, understanding of historical context, and recognition of significant events or figures.

3. Document-Based Questions (DBQ)
 1. Criteria: Students will analyze a series of primary source documents related to a specific historical event or theme and write an essay based on these documents.
 2. Assessment Focus: Critical thinking, interpretation of primary sources, ability to synthesize information, and historical argumentation.
4. Presentations
 1. Criteria: Students will create and present a multimedia presentation on a specific topic from the curriculum, demonstrating their ability to organize and communicate historical information effectively.
 2. Assessment Focus: Clarity of presentation, use of multimedia (e.g., slides, videos), depth of research, and ability to answer questions.
5. Class Discussions and Debates
 1. Criteria: Students will participate in class discussions or debates on key historical issues, demonstrating their ability to express informed opinions and engage with different viewpoints.
 2. Assessment Focus: Knowledge of the topic, engagement with peers, clarity of arguments, and critical thinking.
6. Timelines and Infographics
 1. Criteria: Students will create a timeline or infographic that visually represents key events or developments from a specific historical period or topic.
 2. Assessment Focus: Accuracy, clarity, and visual organization of historical events and concepts.
7. Short-Answer Questions
 1. Criteria: Students will answer short-answer questions that test their understanding of specific events, figures, or concepts from the course.
 2. Assessment Focus: Concise and accurate responses, clarity of thought, and historical detail.
8. Research Projects
 1. Criteria: Students will conduct a research project on a selected historical topic, gathering and analyzing primary and secondary sources, and presenting their findings in a written report.
 2. Assessment Focus: Research skills, analysis of sources, organization of findings, and ability to synthesize information.
9. Peer Reviews
 1. Criteria: Students will provide constructive feedback on each other's work, including essays, projects, or presentations.
 2. Assessment Focus: Ability to assess the quality of work, provide clear and helpful feedback, and engage with peers' ideas.
10. Group Projects
 1. Criteria: Students will work collaboratively in small groups to research and present a specific historical topic, demonstrating teamwork, research skills, and presentation abilities.
 2. Assessment Focus: Teamwork, contribution to the project, organization, and effective communication.
11. Quizzes
 1. Criteria: Students will take quizzes to assess their understanding of specific lessons or topics.
 2. Assessment Focus: Knowledge retention, clarity of understanding, and mastery of key concepts.
12. Final Summative Test
 1. Criteria: A comprehensive final exam that assesses the overall understanding of the material covered throughout the course.

2. Assessment Focus: Overall comprehension of historical events, trends, figures, and concepts, with a focus on analysis, synthesis, and application of knowledge.

Resources

Textbook Resources

McGraw Hill textbook (primary), American Vision textbook (secondary), Actively Learn (McGraw Hill), Inquiry Journal activities (McGraw Hill)

Web-based Resources

TeachingHistory.org, GimKit, Quizizz, Quizlet, Kahoot, EdPuzzle, Nearpod, Peardeck, Digital Inquiry Group, PBS, C-Span, Crash Course: World, US & European History

Museum/Institute Resources

Holocaust Museum Resources, Teach Rock Resources, DBQ Project Materials, National Museum of American History Resources, National Endowment for the Humanities Resources, Gilder Lehrman Institute Resources, various Public Library Sources, Angel Island Immigration Station Resources

Teacher Selected or Teacher Made Resources

Various period-specific Primary Sources, various period-specific Secondary Sources, various period-specific Map resources, provided or teacher-created worksheets, guided readings, graphic organizers

Documentary Resources

America: The Story of Us (History Channel), other listed History Channel documentaries

Other supplemental materials mentioned in Unit Plans

Unit Plan

Topics/ Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
1. The Election of 2000	<p>Analyze the causes and consequences of the 2000 presidential election, focusing on the contested results in Florida and the role of the Supreme Court in deciding the outcome.</p> <p>Explain the impact of the 2000 election on future electoral reforms and public perception of the U.S. electoral system.</p> <p>Evaluate the political and social divisions that emerged from the contentious 2000 election and their</p>	<p>New American Lecture</p> <p>Actively Learn Resources</p> <p>Facing History & Ourselves</p> <p>Crash Course: US, World & European History</p> <p>Election of 2000 Guided Reading</p> <p>2000s' Timeline</p> <p>Vocabulary Activity</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets

	lasting effects on American politics.		
2. The War on Terrorism	<p>Describe the events leading to the U.S. involvement in the War on Terror following the September 11 attacks.</p> <p>Assess the policies and strategies implemented by the U.S. government, such as the Patriot Act, military interventions in Afghanistan and Iraq, and homeland security measures.</p> <p>Evaluate the long-term political, social, and economic consequences of the War on Terror, including its impact on civil liberties and international relations.</p>	<p>New American Lecture</p> <p>Actively Learn Resources</p> <p>Facing History & Ourselves</p> <p>Crash Course: US, World & European History</p> <p>War on Terror Stations Activity</p> <p>Guided Readings</p> <p>9/11 Minute by Minute Movie</p> <p>Patriot Act Discussion 8.Pre & Post 9/11 Security Measures Comparison Activity</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets
3. Bush's Domestic Challenges	<p>Analyze the domestic challenges faced by President George W. Bush during his presidency, including the economic downturn, the aftermath of Hurricane Katrina, and debates over healthcare reform.</p> <p>Evaluate the effectiveness of Bush's policies in addressing key issues, such as the 2008 financial crisis and the implementation of tax cuts.</p> <p>Assess the political divisions that emerged from Bush's domestic agenda and the role of partisan polarization in shaping public opinion during his presidency.</p>	<p>New American Lecture</p> <p>Actively Learn Resources</p> <p>Facing History & Ourselves</p> <p>Crash Course: US, World & European History</p> <p>Bush's Presidency Stations Activity</p> <p>Guided Readings</p> <p>Hurricane Katrina Effects Guided Reading</p> <p>2008 Financial Crisis Data Analysis</p> <p>Bush's Domestic Agenda Timeline</p> <p>2000s Culture stations</p> <p>Taxes: Increase, Cuts, Etc. Lecture</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets
4. The Modern Environmental Debate	<p>Identify the key issues in the modern environmental debate, including climate change, energy policy, and sustainability, and explain their political</p>	<p>New American Lecture</p> <p>Actively Learn Resources</p> <p>Facing History & Ourselves</p> <p>Crash Course: US, World &</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Map activities • DBQ questions

	<p>significance.</p> <p>Analyze the role of domestic and international policies in addressing environmental challenges, including the U.S. stance on the Kyoto Protocol and the Paris Climate Agreement.</p> <p>Evaluate the influence of environmental movements and debates on American political discourse and the development of public policy.</p>	<p>European History</p> <p>Environmental Legislation Stations Activity</p> <p>Environmental Policy Timeline Activity</p> <p>Environmental Policy Presentation Project</p> <p>Environment PSA Poster Project</p>	<ul style="list-style-type: none"> • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets
5. Obamas' Presidency	<p>Describe the major domestic and foreign policy of President Barack Obama, including the Affordable Care Act, the Dodd-Frank financial reforms, and the killing of Osama bin Laden.</p> <p>Assess the political and social impact of Obama's presidency, focusing on his efforts to address racial divisions, healthcare, and economic inequality.</p> <p>Evaluate the challenges Obama faced, including partisan opposition, the economic recession, and the debate over the legitimacy of his policies.</p>	<p>New American Lecture</p> <p>Actively Learn Resources</p> <p>Facing History & Ourselves</p> <p>Crash Course: US, World & European History</p> <p>Obama's Presidency Stations Activity</p> <p>Obama's Presidency Guided Reading</p> <p>Affordable Care Act Analysis</p> <p>Dodd-Frank Financial Reforms Guided Reading</p> <p>Obama's Presidency Timeline</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets
6. Trump Takes Office	<p>Explain the factors that contributed to Donald Trump's victory in the 2016 election and assess the political and social divisions that emerged during his campaign and presidency.</p> <p>Analyze the key domestic and foreign policy decisions made by President Trump, including tax reform,</p>	<p>New American Lecture</p> <p>Actively Learn Resources</p> <p>Facing History & Ourselves</p> <p>Crash Course: US, World & European History</p> <p>Covid 19 vs Spanish Flu Pandemic Comparison Activity</p> <p>President Trump's Presidency Timeline</p>	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets

	immigration policy, and U.S. relations with North Korea. Evaluate the challenges Trump faced, including partisan opposition, focusing on issues such as the Russia investigation, impeachment, and his approach to the media.	President Trump's Presidency Stations America & North Korea Relations Timeline & Comparison Activity	
7. Review of The New Millennium	Analyze the major political, social, and economic events of the early 21st century, including the 2000 election, the War on Terror, and shifts in U.S. presidential leadership, and evaluate their lasting impact on American society. Evaluate the political polarization and domestic challenges of the new millennium, including how key presidential administrations responded to economic crises, social movements, and foreign policy issues.	2000s' Timeline 2000s Poster Project 2000s Presentation Jeopardy Review Games	<ul style="list-style-type: none"> • Quizzes • Primary Source readings • Graphic Organizer completion • Map activities • DBQ questions • Vocabulary assessments • Free-Response Essay questions • Test questions • Projects • Exit tickets

Standards

SOC.6.1.12.CivicsPI.14.a	Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
SOC.6.1.12.CivicsPI.14.b	Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
SOC.6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
SOC.6.1.12.CivicsPI.14.d	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
SOC.6.1.12.CivicsCM.14.a	Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
SOC.6.1.12.CivicsPD.14.a	Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
SOC.6.1.12.CivicsDP.14.a	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups,

and the media affect public policy.

SOC.6.1.12.GeoHE.14.a	Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
SOC.6.1.12.EconNE.14.a	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
SOC.6.1.12.GeoNE.14.b	Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.
SOC.6.1.12.EconET.14.a	Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.
SOC.6.1.12.EconET.14.b	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
SOC.6.1.12.HistoryCA.14.a	Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.
SOC.6.1.12.HistoryCA.14.b	Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
SOC.6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
SOC.6.1.12.HistoryCC.14.a	Develop an argument based on a variety of sources that compares George H.W. Bush's Iraqi policy with George W. Bush's.
SOC.6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
SOC.6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
SOC.6.1.12.HistoryUP.14.a	Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
SOC.6.1.12.HistoryCC.14.c	Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.
SOC.6.1.12.HistoryCC.14.d	Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.
SOC.6.1.12.CivicsHR.15.a	Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
SOC.6.1.12.EconNE.15.a	Assess economic priorities related to international and domestic needs, as reflected in the national budget.
SOC.6.1.12.HistoryCC.15.b	Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
SOC.6.1.12.HistoryCC.15.c	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
SOC.6.1.12.HistorySE.15.a	Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
SOC.6.1.12.HistorySE.15.b	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.

SOC.6.1.12.HistorySE.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
SOC.6.1.12.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
SOC.6.1.12.CivicsPR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
SOC.6.1.12.GeoHE.16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
SOC.6.1.12.EconGE.16.a	Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
SOC.6.1.12.EconNE.16.a	Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.
SOC.6.1.12.EconNE.16.b	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
SOC.6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
SOC.6.1.12.HistoryCC.16.a	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
SOC.6.1.12.HistoryCC.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

Suggested Modifications for Special Education, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

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- Collaboration between Content Education and Special Education teachers
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- Printed and highlighted notes
- Modified tests, quizzes, worksheets, and written assignments
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- Use of translation dictionaries when applicable
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- Provide opportunities for leadership roles in collaborative projects
- Offer independent research projects and inquiry-based assignments
- Encourage critical analysis of multiple perspectives and interpretations of historical events

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Computer Sci Design Thinking

CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.1.12.NI.2	Evaluate security measures to address various common security threats.

CS.9-12.8.2.12.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.
CS.9-12.8.2.12.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.
CS.9-12.8.2.12.ED.6	Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).
CS.9-12.8.2.12.ETW.1	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.
CS.9-12.8.2.12.ETW.3	Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
CS.9-12.8.2.12.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.
CS.9-12.8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
CS.9-12.8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
WRK.9.2.12.CAP.16	Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.
WRK.9.2.12.CAP.17	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3). Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences. Collaboration with individuals with diverse experiences can aid in the problem-

solving process, particularly for global issues where diverse solutions are needed.

Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

With a growth mindset, failure is an important part of success.