DEPARTMENT Social Studies COURSE US History III

Curriculum Development Timeline

School: Ocean Township High School

Course: US History III

Department: Social Studies

Board Approval	Supervisor	Notes
August 2009	Gina Hagerman	Born Date
September 2012	Stephen Sarles	Revisions
June 2016	Chris Wilson	Revisions
December 2017	John Bosmans	Update Standards
March 2019	John Bosmans	Review
August 2022	Michael Emmich	Alignment to New Standards & Incorporate State Standards
August 2024	Cecilia Vila	Updated to Include New State Mandates

Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:
Meeting the needs of all students with a proud tradition of academic excellence.

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Township of Ocean Pacing Guide			
Week	Marking Period 1	**Week**	Marking Period 3
1	Postwar United States: Cold War (1945 to early 1970s)	11	Contemporary United States: Domestic Policies
2	Postwar United States: Cold War (1945 to early 1970s)	12	Contemporary United States: Domestic Policies
3	Postwar United States: Cold War (1945 to early 1970s)	13	Contemporary United States: Domestic Policies
4	Postwar United States: Civil Rights and Social Change (1945 to early 1970s)	14	Contemporary United States: Domestic Policies
5	Postwar United States: Civil Rights and Social Change (1945 to early 1970s)	15	Contemporary United States: Domestic Policies
Week	Marking Period 2	**Week**	Marking Period 4
6	Postwar United States: Civil Rights and Social Change (1945 to early 1970s)	16	Contemporary United States: International Policies (1970-Today)
7	Postwar United States: Civil Rights and Social Change (1945 to early 1970s)	17	Contemporary United States: International Policies (1970-Today)
8	Contemporary United States: Domestic Policies	18	Contemporary United States: International Policies (1970-Today)
9	Contemporary United States: Domestic Policies	19	Contemporary United States: International Policies (1970-Today)
10	Contemporary United States: Domestic Policies	20	Contemporary United States: International Policies (1970-Today)

Holocaust Education: Postwar United States: Cold War unit (NJSLS-6.1.12.HistorySE.12.a); Contemporary United States: International Policies unit (NJSLS-6.1.12.CivicsHR.15.a, 6.1.12.HistoryCC.15.b)

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Amistad Education: Postwar United States: Civil Rights and Social Change unit (6.1.12.EconEM.13.a, 6.1.12.HistoryCC.13.c); Contemporary United States: Domestic Policies unit (6.1.12.HistorySE.14.a, 6.1.12.HistorySE.14.b)
Climate Change Mandate: Contemporary United States: Domestic Policies unit
LGBT/Persons with Disabilities Mandate: Postwar United States: Civil Rights and Social Change unit
Diversity, Equity, and Inclusion Mandate: Postwar United States: Cold War (1945 to early 1970s) unit; Postwar United States: Civil Rights and Social Change unit
Asian-American and Pacific Islander Mandate: Postwar United States: Cold War 1945 to early 1970s) unit

Core Instructional & Supplemental Materials including various levels of Texts
The Americans (College Prep/ADV), DBQ Project Online , NEWSELA, Choices Program, Kahoot, Quizlet Live, Google Classroom, Google Suite, NJDOE DEI Resources, NJDOE Climate Change Resources, Harvey Milk article

Time Frame	3 Weeks

Topic
Postwar United States: Cold War (1945 to early 1970s)

Alignment to Standards
• **6.1.12.EconEM.12.a:** Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability. • **6.1.12.EconNE.12.a:** Assess the impact of agricultural innovation on the world economy. • **6.1.12.EconNE.12.a:** Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people • **6.1.12.HistoryCC.12.a:** Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts. • **6.1.12.HistoryCC.12.b:** Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.

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- **6.1.12.HistoryCC.12.c:** Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- **6.1.12.HistoryCC.12.d:** Explain how the development and proliferation of nuclear weapons affected international relations.
- **6.1.12.HistoryCC.12.e:** Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
- **6.1.12.HistorySE.12.a:** Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
- **6.1.12.HistorySE.12.b:** Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.

Learning Objectives and Activities

Students will be able to:

- List the problems Americans faced after WWII
- Detail the effects that the climate in many corporations have on some workers
- Express how the emergence of television affected American culture in the 1950s
- Describe why attempts at urban renewal were viewed as less than successful
- Analyze what caused the tension between the Soviet Union and the United States after the war
- Explain how Korea became a divided nation after World War II
- Show how the Loyalty Review Board poses a threat to civil liberties
- Describe how the arms race between the United States and Soviet Union began
- Identify the factors that contributed to Kennedy's election in 1960
- Describe the new military policy of the Kennedy administration
- Summarize the crisis that developed over Cuba
- Explain the Cold War symbolism of Berlin in the early 1960s
- Summarize the New Frontier domestic and foreign agendas
- Discuss the impact Asian American and Pacific Islanders have had on the Vietnam War memorials in NJ and Washington DC; particularly Maya Lin, the designer of Vietnam Veteran's memorial, and Hien Nguyen, the designer of the New Jersey Vietnam Veterans' Memorial.
- Organize how and why did the United States support France's Vietnam War efforts
- Discuss how the Tonkin Gulf Resolution lead to greater U.S. involvement in the Vietnam War
- Compare the differing opinions did Johnson's advisers have on Vietnam

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- Explain how the U.S. forces have difficulty fighting the Vietcong
- Explore the reasons protestors oppose the Vietnam War
- Interpret the impact of Vietnamization of the War
- Describe how the draft had unequal impacts on Americans of various races, ethnicities, and levels of socio-economic status such that the burden of fighting fell most heavily on members of marginalized communities.

Assessments

Formative:

- Class discussion,
- Primary source analysis
- Analyzing political cartoons
- Class debate
- Section reading and notes
- DBQ Analysis
- Chapter Worksheets
- Open-ended question
- Do Now Activity
- Exit Ticket
- Critical Thinking Questions

Summative:

- Unit Quizzes
- Unit Test/Open Ended Essay

Benchmark:

- DBQ Analysis

Alternative:

- Flipped classroom presentations using Google slides

Interdisciplinary Connections

English Language Arts (NJSLS ELA 2023)
RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

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RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

- DBQ Analysis, Close Reading Strategies, Primary Source Analysis

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - 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.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
  - 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.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

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Career Education
CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.

Time Frame	4 Weeks

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

Alignment to Standards
• **6.1.12.CivicsDP.13.a:** Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade). • **6.1.12.CivicsPI.13.a:** Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination • **6.1.12.EconEM.13.a:** Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs). • **6.1.12.EconNE.13.a:** Evaluate the effectiveness of economic policies that sought to combat post World War II inflation. • **6.1.12.EconNE.13.a:** Relate American economic expansion after World War II to increased consumer demand. • **6.1.12.EconNE.13.b:** Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education). • **6.1.12.GeoHE.13.a:** Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's

environmental protection agencies and laws.

- **6.1.12.GeoPP.13.b:** Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
- **6.1.12.HistoryCC.13.a:** Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
- **6.1.12.HistoryCC.13.b:** Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.
- **6.1.12.HistoryCC.13.c:** Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans
- **6.1.12.HistoryCC.13.d:** Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities
- **6.1.12.HistorySE.13.a:** Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
- **6.1.12.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.

Learning Objectives and Activities

Students will be able to:

- Report were the effects of the Supreme Court decision *Plessey v. Ferguson*
- Explain how the Brown decision affects schools
- Solve why weren't schools in all regions desegregated immediately after the Brown II decision
- Categorize why Rosa Parks was significant
- Connect what the freedom riders hope to achieve
- Describe why civil rights groups organize the Freedom Summer
- Compare the teaching of Malcom X to those of Martin Luther King Jr.
- Explain the accomplishments of the civil rights movement
- Reframe the problems different groups of Latino immigrants share
- Support the Native Americans resistance to assimilation
- Assess the effects the civil rights and the antiwar movements have on many women
- Interpret the gains the women's movement made by the early 1970s
- Research the work of Harvey Milk, Dick Leitsch, and other activists during the 1960s and 1970s raised awareness of unequal treatment of LGBT Americans and launched the movement to gain further equality of treatment and

opportunity.
- Describe the American civil rights movement and other concurrent social justice movements led to greater awareness of oppression and discrimination of marginalized populations as well as movements to address those disparities.

Assessments

Formative:
- Class discussion,
- Primary source analysis
- Analyzing political cartoons
- Class debate
- Section reading and notes
- DBQ Analysis
- Chapter Worksheets
- Open-ended question
- Do Now Activity
- Exit Ticket
- Critical Thinking Questions

Summative:
- Unit Quizzes
- Unit Test/Open Ended Essay

Benchmark:
-

Alternative:
- Flipped classroom presentations using Google slides

Interdisciplinary Connections

English Language Arts (NJSLS ELA 2023)
RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how

they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
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- DBQ Analysis, Close Reading Strategies, Primary Source Analysis

Career Readiness, Life Literacies, and Key Skills

- 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.
- 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.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 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).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
    - 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.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.

- 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.

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  - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

Time Frame	8 Weeks

Topic

Contemporary United States: Domestic Policies

Alignment to Standards

- **6.1.12.CivicsCM.14.b:** Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
- **6.1.12.CivicsDP.14.a:** Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
- **6.1.12.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.

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- **6.1.12.CivicsPI.14.a:** Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected
- **6.1.12.CivicsPI.14.b:** Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
- **6.1.12.CivicsPI.14.c:** Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- **6.1.12.CivicsPI.14.d:** Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
- **6.1.12.EconEM.14.a:** Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
- **6.1.12.EconET.14.a:** Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.
- **6.1.12.EconET.14.b:** Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society
- **6.1.12.EconNE.14.a:** Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
- **6.1.12.GeoHE.14.a:** Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
- **6.1.12.GeoNE.14.a:** Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.
- **6.1.12.GeoPP.14.a:** Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
- **6.1.12.GeoPP.14.b:** Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
- **6.1.12.HistoryCA.14.a:** Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.
- **6.1.12.HistoryCA.14.b:** Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
- **6.1.12.HistoryCA.14.c:** Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

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- **6.1.12.HistoryCC.14.a:** Develop an argument based on a variety of sources that compares George HW Bush's Iraqi policy with George W. Bush's.
- **6.1.12.HistoryCC.14.b:** Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
- **6.1.12.HistoryCC.14.c:** Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials
- **6.1.12.HistoryCC.14.d:** Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.
- **6.1.12.HistoryCC.14.e:** Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- **6.1.12.HistorySE.14.a:** Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- **6.1.12.HistorySE.14.b:** Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- **6.1.12.HistorySE.14.c:** Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy

Learning Objectives and Activities

Students will be able to:

- Describe why many Democratic voters in the South become potential Republican supporters by the 1968
- Explain Nixon's Southern strategy
- Show how Nixon's trip to China change foreign relations between the two countries
- Break down the Watergate scandal
- Connect why Ford's call for voluntary actions to help the economy unsuccessful
- Reframe what factors played a role with America's economic stagnation in the 1970s
- Contrast the environmental actions were taken during the Nixon administration
- Interpret how the Three Mile Island incident affect the use of nuclear power in America
- Demonstrate the agenda of the New Right and the concerns of the Moral Majority
- Explain what factors led to Reagan's victory in 198
- Describe some of the effects of Reaganomics
- List some of the problems in education that emerged during the 1980s
- Examine Rachel Carson's *Silent Spring* caused a deeper understanding of the

environmental impact of pesticides as part of a burgeoning environmental movement that can be compared to modern work in bringing public awareness to climate change.

Assessments

Formative:

- Class discussion,
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Summative:

- Unit Quizzes
- Unit Test/Open Ended Essay

Benchmark:

-

Alternative:

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Interdisciplinary Connections

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- DBQ Analysis, Close Reading Strategies, Primary Source Analysis

Career Readiness, Life Literacies, and Key Skills

- 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.
- 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
- • 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
    - 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.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.

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- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
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Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

Time Frame	5 Weeks

Topic

Contemporary United States: International Policies (1970-Today)

Alignment to Standards

- **6.1.12.HistorySE.15.c:** Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
- **6.1.12.CivicsHR.15.a:** Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
- **6.1.12.CivicsPD.16.a:** Construct a claim to describe how media and technology has impacted civic participation and deliberation.
- **6.1.12.CivicsPR.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.

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- **6.1.12.CivicsPR.16.a:** Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
- **6.1.12.EconGE.16.a:** Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
- **6.1.12.EconNE.15.a:** Assess economic priorities related to international and domestic needs, as reflected in the national budget.
- **6.1.12.EconNE.16.a:** Make evidenced-based inferences regarding the impact of technology on the global workforce and on entrepreneurship.
- **6.1.12.EconNE.16.b:** Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- **6.1.12.GeoHE16.a:** Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
- **6.1.12.HistoryCC.15.a:** Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- **6.1.12.HistoryCC.15.b:** Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
- **6.1.12.HistoryCC.15.c:** Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
- **6.1.12.HistoryCC.16.a:** Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
- **6.1.12.HistoryCC.16.b:** Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
- **6.1.12.HistorySE.15.a:** Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
- **6.1.12.HistorySE.15.b:** Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
- **6.1.12.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.

Learning Objectives and Activities

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Students will be able to:

- Analyze how the United States combats terrorism
- Explain how the United States deals with dangerous dictators
- Differentiate new laws and how they restrict or expand immigration
- Will tougher gun control laws reduce the incidence of crime
- Solve how can a country guarantee equal education for all
- Filter the information on the intere and decide if it can be both reliable and accessible
- Discuss how medical coverage for the uninsured be funded
- Support who has the responsibility for helping the poor
- Evaluate how Social Security will be reformed so that it will have enough money to pay retirees
- Hypothesize if the American workplace grants men and women equal opportunities

Assessments

Formative:

- Class discussion,
- Primary source analysis
- Analyzing political cartoons
- Class debate
- Section reading and notes
- DBQ Analysis
- Chapter Worksheets
- Open-ended question
- Do Now Activity
- Exit Ticket
- Critical Thinking Questions

Summative:

- Unit Quizzes
- Unit Test/Open Ended Essay

Benchmark:

- DBQ Analysis

Alternative:

- Flipped classroom presentations using Google slides

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Interdisciplinary Connections

English Language Arts (NJSLS ELA 2023)
RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

- DBQ Analysis, Close Reading Strategies, Primary Source Analysis

Career Readiness, Life Literacies, and Key Skills

- 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.
- 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

- 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.

- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
  - 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.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

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Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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