

Rumson-Fair Haven Regional High School

Course: *United States History II*

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Section I: Course Description

United States History II concentrates on the contextual study of themes in American history and the development of the Social Studies knowledge, skills, and perspectives, essential literacy capacities, and higher-order critical thinking skills needed for the 21st century. *United States History II* will provide students with an understanding of social, economic, and political events of the 20th and 21st centuries, build connections to current events, and build upon and expand the Social Studies skills that were established in *United States History I*, specifically content-specific literacy capacities and proficiencies.

Section II: NJSL: New Jersey Student Learning Standards/Learning Objectives:

1. **2020 New Jersey State Learning Standards-Social Studies:**
 - “Today’s challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards — Social Studies (NJSL-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K–12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.”
2. **2023 New Jersey State Learning Standards-English Language Arts:**
 - “A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will: Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language; Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success; Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences); Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills; Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens; Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media; Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines; Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.”
3. **2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education:**
 - “Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today’s students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSL-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences. The NJSL-CHPE mission and vision reflects this perspective:”
4. **2020 New Jersey Student Learning Standards: Science:**
 - “Scientific and technological advances have proliferated and now permeate most aspects of life in the 21st century. It is increasingly important that all members of our society develop an understanding of scientific

and engineering concepts and processes. Learning how to construct scientific explanations and how to design evidence-based solutions provides students with tools to think critically about personal and societal issues and needs. Students can then contribute meaningfully to decision-making processes, such as discussions about climate change, new approaches to health care, and innovative solutions to local and global problems.”

5. [2023 New Jersey Student Learning Standards – Mathematics:](#)
 - o “A New Jersey education in Mathematics builds quantitatively and analytically literate citizens prepared to meet the demands of college and career, and to engage productively in an information-driven society; ...A high-quality mathematics education fosters a population that...leverages data in decision-making and as a lens for discussing, analyzing, and responding to practical questions, persists to make sense of and model problems arising in everyday life, society, and the workplace, thinks critically and strategically to assess quantitative relationships and to solutions to complex problems, employs precise reasoning and constructs viable arguments to deduce conclusions, recognize false statements and assess peers’ reasoning, interprets, evaluates and critiques the mathematics embedded in social, scientific and commercial systems, as well as the claims made in the private and public sectors, communicates precisely when conveying, representing, and justifying both qualitative and quantitative perspectives.”
6. [2020 New Jersey Student Learning Standards – Visual and Performing Arts:](#)
 - o The NJSLs-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by: defining artistic literacy through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning; placing artistic processes and anchor standards at the forefront of the work; identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.
7. [Standard 8.1 \(Computer Science\) and 8.2 \(Design Thinking\) of the 2020 NJSLs:](#)
 - o “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”
8. [Standard 9.4 \(Life Literacies and Key Skills\) of the 2020 NJSLs:](#)
 - o “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.”
 - ***Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
9. [*Amistad Law: N.J.S.A. 18A 52:16A-88:](#)
 - o The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.”
10. [*Holocaust Law: N.J.S.A. 18A 35-28:](#)
 - o The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.”
11. [*LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:](#)
 - o A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the

- district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
12. *[Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:](#)
 - o The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
 13. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *United States History II* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students, and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s Multilingual Learners (ML) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include, but are not limited to those outlined in the [Modifications/Accommodations for Social Studies Courses](#) chart.

Section IV: Preparation for Standardized Testing

Instruction in *United States History II* is aligned with the requirements of state and national standardized assessments, including the *NJGPA*, *NJSLA*, the *ACT*, the *PSAT*, and the *SAT*.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: <i>United States History II</i>	Grade Level: 10
Unit I: America Enters the World Stage	Weeks 1-6
Unit II: America in the New Century	Weeks 7-14
Unit III: America Faces Global Conflict	Weeks 15-21
Unit IV: America During the Cold War	Weeks 22-29
Unit V: America in the Changing World	Weeks 30-40

Section VI: Primary Texts and Year-Long Instructional Resources

The following texts and instructional resources are employed for all students in *United States History II*:

- *US History Interactive* (Savvas, 2022)

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- Digital Inquiry Group (<https://inquirygroup.org/>)
- *The Gilder Lehrman Institute of American History* (<http://www.gilderlehrman.org/>)
- ABC-CLIO
- NewsELA (<https://newsela.com/>)
- Digital Campus
- Turnitin.com (www.turnitin.com)

Section VII: Grading Formula and Assessment Modes

Marking period grades in *United States History II* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined before the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *United States History II* vary greatly in format, scope/content/skills assessed, and alternative assessments; differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks, and summative assessments will be created/revised collaboratively each year and planned by members of the *United States History II* instructional team to inform future learning and to measure student growth.

Section VIII: Unit Templates

The following unit templates have been established for the *United States History II* curriculum by the *United States History II* instructional team:

Unit I: America Enters the World Stage	
Unit Summary	
In this unit, students will study the forces and factors that compelled the United States to undertake the quest to become a dominant force on the world stage. Beginning with the Spanish-American War and ending with World War I, this unit examines how the cultural, diplomatic, economic, military, and political facets (both domestic and international) of this complex journey influenced the evolution of the United States and affected the course of world history.	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>United States History II</i> :	
<ul style="list-style-type: none"> • <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12.EconNE.6.a, 6.1.12.HistoryCC.6.a, 6.1.12.CivicsDP.7.a, 6.1.12.EconNM.7.a, 6.1.12.HistoryCC.7.a, 6.1.12.HistoryCA.7.a-b, 6.1.12.HistoryUP.7.a, 6.1.12.CivicsHR.8.a, 6.1.12.GeoHE.8.a, 6.1.12.EconET.8.a, 6.1.12.EconNM.7.a, 6.1.12.HistoryCC.8.a-c, 6.2.12.CivicsPD.3.a, 6.2.12.CivicsDP.3.a, 6.2.12.GeoGI.3.a, 6.2.12.HistoryUP.3.a, 6.2.12.HistoryCC.3.c, 6.2.12.HistoryCC.4.a-c, 6.2.12.HistoryCC.4.f-g, 6.2.12.HistoryUP.4.a-b, 6.3.12.HistoryCA.1-2 • <i>2023 New Jersey Student Learning Standards for English Language Arts</i> <ul style="list-style-type: none"> ○ L.KL.9–10.2.A, L.VL.9–10.3.A, L.VL.9–10.3.D, L.VL.9–10.3.E, RI.CR.9–10.1, RI.CI.9–10.2, RI.PP.9–10.5, RI.CT.9–10.8, W.AW.9–10.1.A-E, W.WR.9–10.5, W.SE.9–10.6, SL.PE.9–10.1.A-D, SL.UM.9–10.5 • <i>2020 New Jersey Student Learning Standards: Comprehensive Health & Physical Education</i> <ul style="list-style-type: none"> ○ 2.3.12.PS.8, 2.3.12.HCDM.5 • <i>2023 New Jersey Student Learning Standards: Mathematics</i> <ul style="list-style-type: none"> ○ 8.2.12.EC.2, 8.2.12.EC.3 • <i>2020 New Jersey Student Learning Standards: Science</i> <ul style="list-style-type: none"> ○ HS-ETS1-2 • <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.IC.3 • <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.2.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.1-4, 9.4.12.IML.8-9 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • Why is it important to think for oneself and experiment with new ideas? • What cultural, economic, and ideological factors sparked America's imperial ambitions? 	<ul style="list-style-type: none"> • Students will understand the value of experimentation and innovation. • The population growth due to immigration, the material and resource demands of the Industrial Revolution, the need for global economic markets, and the political interests of domestic media outlets sparked America's imperial ambitions.

<ul style="list-style-type: none"> • How did America’s involvement in the Spanish-American War lead to subsequent interventions in other parts of the world? • Why did World War I occur? • How did World War I create tension in the United States before America intervenes in the conflict? • How did America’s intervention in World War I signify a dramatic change in the foreign policy of the United States? • How did isolationists/interventionists want to respond to the changing US influence around the globe? 	<ul style="list-style-type: none"> • The freeing of Cuba from Spain and the post-war territorial acquisition of the Philippines fostered America’s desire for heightened overseas involvement, leading to subsequent interventions in other parts of the world. • World War I was the result of four long-term causes: nationalism, imperialism, militarism, and the formation of a complex system of political alliances among European nations that also involved their colonies and former colonial possessions. • Tension developed between some Americans who wished to maintain an isolationist policy and stay out of the European conflict and other Americans who desired directed intervention in the war for political and economic reasons. The interventionists looked at World War I to increase America’s presence on the world stage. • America’s decision to intervene in World War I reflected a shift from isolation to intervention, indicating that America’s foreign policy was becoming increasingly global in its orientation. • There was a deep divide in the U.S. about the role it should play in the world. Isolationists felt the U.S. should show restraint and stay out of global conflicts. Interventionists felt that this was an opportunity for the US to gain power and land.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Outlines/Chapter Guides • Reading Checks • Partner/Collaborative Activities • Coursework • Homework • Scavenger Hunts • Geography activities • Debates • Research Activities • Individual student check ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • American Imperialism Assessment (Benchmark) • Benchmark SAQs (Short Answer Questions) • Spanish Flu/Covid Comparison Activity • World War I Research Task/Seminar • World War I Assessment 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • <i>US History Interactive</i>- Topic 11-12 • Newspaper article detailing the sinking of the USS Maine (Lithograph of the Battle of Manila Bay) • Yellow Journalism political cartoon • Account of the Battle of San Juan Hill • Woodrow Wilson's Declaration of Neutrality • The Zimmerman Telegram • Woodrow Wilson's Declaration of War • Senator George W. Norris's response to Woodrow Wilson’s War Message • Excerpts from the Espionage and Sedition Acts • Excerpts- <i>Lost Battalion</i> • George Washington's Farewell Speech • Woodrow Wilson’s 14 Points • Excerpts from The Treaty of Versailles • <i>Common Sense</i> lesson
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Unit II: America in the New Century

Unit Summary

In this unit, students will study America’s domestic policy and the American experience during the 1920s, the Great Depression, and the New Deal. US History II will take an in-depth look at the development of the American citizens experiencing the trials and tribulations of these significant eras through a variety of primary sources and research projects. Students will discover the effectiveness of the American government in intervening in the lives of the American people socially, economically, and politically.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *United States History II*:

- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.CivicsHR.8.a, 6.1.12.GeoHE.8.a, 6.1.12.EconET.8.a, 6.1.12.EconNM.8.a, 6.1.12.HistoryCC.8.a-c, 6.1.12.GeoHE.9.a, 6.1.12.EconNE.9.a-d, 6.1.12.HistoryCA.9.a, 6.1.12.HistoryUP.9.a, 6.1.12.CivicsPR.10.a-b, 6.1.12.GeoHE.10.a, 6.1.12.EconNE.6.a, 6.1.12.HistoryCA.10.a-c, 6.2.12.CivicsPD.3.a, 6.2.12.CivicsDP.3.a, 6.2.12.HistoryCC.4.a-c, 6.2.12.HistoryCC.4.f-h, 6.3.12.EconGE.1, 6.3.12.HistoryCA.12
- *2023 New Jersey Student Learning Standards for English Language Arts*
 - L.KL.9–10.2.A, L.VL.9–10.3.A, L.VL.9–10.3.D, L.VL.9–10.3.E, RI.CR.9–10.1, RI.CI.9–10.2, RI.PP.9–10.5, RI.CT.9–10.8, W.AW.9–10.1.A-E, W.WR.9–10.5, W.SE.9–10.6, SL.PE.9–10.1.A-D, SL.UM.9–10.5

- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.1-4, 9.4.12.IML.8-9, 9.4.12.CI.1

Unit Essential Questions

- What effect did America's intervention in World War I have on the political, economic, and socio-cultural trends that followed, and how did the 1920s demonstrate a notable conflict between traditional and modern politics and culture in the United States?
- *How has the use of hate speech been used as a means to target groups during the 1920s and beyond?
- *To what extent did the American government and military both use gender and sexuality as a mobilizing factor and make it a divisive cultural issue?
- *How did World War I create a need for private organizations and the federal government to provide support and rehabilitation for veterans with disabilities?
- *How did the economic practices of the 1920s spark the Great Depression and impact Americans' daily lives?
- *To what extent did evolving norms surrounding sexuality challenge traditional values and create tension within society as women experienced greater sexual autonomy and societal changes offered LGBT individuals urban opportunities for expression and acceptance, but also persecution?
- *How did the institution of Prohibition and its opposition influence the development of the LGBT community?
- What was the Federal Government's response to the Great Depression, and how did this response evolve over time?
- *How did the economic and social chaos of the Great Depression impact the advancements that LGBTQ individuals had made in the decade prior?
- *To what extent were people with disabilities impacted with a greater magnitude of suffering during the Great Depression?

Unit Enduring Understandings

- Traumatized by the human cost of World War I, Americans withdrew into themselves, spent lavishly as a result of the wartime economic boom, and embraced more socially liberal ideas, resulting in a clash between traditional and modern culture.
- A fear of Communism that arose from the Bolshevik Revolution and its subsequent "success" led to a Red Scare in America that perpetuated the promotion of capitalism and democracy as the only acceptable forms of political and economic systems, while alternative systems were established and increasing in popularity around the world.
- *The use of hate speech has had a dramatic impact on many Americans' lives throughout our history.
- *In the creation of propaganda that sought to inspire young men to fight for the protection of women who were presented as sexual objects, the government showed active support for heterosexuality and an implicit rejection of LGBT+ identities; lingering effects of governmental persecution of LGBT+ individuals in the military have continued to modern day.
- *With the return of hundreds of thousands of wounded soldiers from Europe, organizations such as the Disabled Veterans of World War (DAV) were developed, while the federal government passed legislation such as the Smith-Sears Vocational Rehabilitation Act to help reintegrate those veterans into society and the economy.
- *Irresponsible investment, banking, and business practices in the post-World War I era resulted in an overwhelming national and global economic crisis that had long-term domestic and international ramifications. The Great Depression had a devastating impact on Americans, resulting in widespread economic hardship and social instability across class, cultural, ethnic, and regional lines.
- *Urbanization and economic changes offered women opportunities to stray from traditional gender roles and embrace sexual liberation, while LGBT individuals were able to embrace social changes that offered a simultaneously public and clandestine awakening with the advent of speakeasies and communities of acceptance within American cities.
- *The establishment of Prohibition and its opposition allowed for a new tolerance for breaking laws and for the development of subcultures among discriminated Americans.
- The Federal Government reacted by passing legislation known as The New Deal. This legislation, along with government-sponsored programs, expanded the role that the Federal Government played in both the economy and the daily lives of Americans.
- *The advent of economic and social turmoil resulted in a condemnation of some of the "sinful" behaviors that were accepted during the Roaring Twenties, which resulted in the increased criminalization of LGBT relationships, the depiction of homosexuality as a threat to traditional marriage, and the implementation of a Motion Picture Production Code in Hollywood that forbade depictions of LGBT individuals.
- *With the lack of a federal safety net, many disabled individuals who benefited from programs run by charities saw a diminished level of support, and while the New Deal eventually provided more opportunities for disabled Americans in its programs, there were initial and sustained critiques about the degree to which

		employment and support were made available to the most vulnerable in American society. All of these difficulties were amplified by the growing interest in eugenics by many American and international scientists and politicians.
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> • Outlines/Chapter Guides • Reading Checks • Partner/Collaborative Activities • Coursework • Homework • Scavenger Hunts • Geography activities • Debates • Research activities • Individual student check ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • Benchmark SAQs (Short Answer Questions) • 1920s Magazine Project • 1920s Assessment • New Deal Presentations • Great Depression/New Deal Assessment (Summative #1) 	Resources Needed: <ul style="list-style-type: none"> • <i>US History Interactive</i>- Topics 12-13 • 1920s consumer advertisements • Primary source photographs of the 1920s • Economic charts and graphs pertaining to the Great Depression • Primary sources from the Great Depression • Fireside Chats audio files • New Deal propaganda posters • Pro and anti-New Deal political cartoons • <i>Cinderella Man</i> and discussion questions

Unit III: America Faces Global Conflict	
Unit Summary	
<p>In this unit, students will study America's involvement in the second global conflict of the 20th Century, including the impact that world dictators and the Holocaust had on American politics and society. Students will gain an understanding of how America played an essential role in World War II and became part of the new global power structures. Students will also analyze the sequence of events that led to the use of nuclear weapons against Japan and the tragic scope of the Holocaust, gaining an understanding of the ramifications of past events on current, immediate, and future history.</p>	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>United States History II</i>:</p> <ul style="list-style-type: none"> • <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12.EconNE.9.a-d, 6.1.12.HistoryCA.10.a-c, 6.1.12.HistoryCA.10.a-c, 6.1.12.CivicsDP.11.a-b, 6.1.12.CivicsHR.11.a-b, 6.1.12.EconNE.11.a, 6.1.12.HistoryCC.11.a, 6.1.12.HistoryCC.11.b, 6.1.12.HistoryUP.11.a, 6.2.12.CivicsDP.3.a, 6.2.12.GeoGE.3.a, 6.2.12.EconGE.3.b,, 6.2.12.HistoryCC.3.c,6.2.12.CivicsPI.4.a-b, 6.2.12.CivicsHR.4.a, 6.2.12.GeoSV.4.b, 6.2.12.HistoryCC.4.a-c, 6.2.12.HistoryCC.4.f-h, 6.2.12.HistoryUP.4.a-b, 6.3.12.HistoryCA.12 • <i>2023 New Jersey Student Learning Standards for English Language Arts</i> <ul style="list-style-type: none"> ○ L.KL.9–10.2.A, L.VL.9–10.3. A, L.VL.9–10.3.D, L.VL.9–10.3.E, RI.CR.9–10.1, RI.CI.9–10.2, RI.PP.9–10.5, RI.CT.9–10.8, W.AW.9–10.1.A-E, W.WR.9–10.5, W.SE.9–10.6, SL.PE.9–10.1.A-D, SL.UM.9–10.5 • <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.IC.3 • <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.2.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.1-4, 9.4.12.IML.8-9 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • How had the seeds of World War II been sown in the aftermath of World War I? • How did the creation of/popularity of varying political (and economic) ideologies lead to competition and conflict around the world? • Why did America abandon neutrality and enter World War II? • What compelled America to enter World War II? • *How did World War II change life in everyday America? 	<ul style="list-style-type: none"> • The Treaty of Versailles had failed to secure a “just and lasting peace.” The facets of the treaty were not unanimously accepted by the members of the global community, including the United States. It was also especially punitive towards Germany. The economic hardships and political upheavals that followed World War I fostered the rise of dictators in Europe and Japan. The political and territorial ambitions of these dictators led to World War II. • The years following World War I caused economic depression and political struggles in many nations affected by the conflict, resulting in the rise of powerful dictators driven by the belief in nationalism and the desire for territorial expansion. In addition, militarists seized control of Japan, resulting in Japanese expansion efforts in Asia and the Pacific.

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| <ul style="list-style-type: none"> ● How did the generation of Americans that fought in World War II achieve mythic status? ● Why does the decision to employ nuclear weapons against Japan remain a point of contention among historians? ● *Why does the Holocaust necessitate ongoing examination, and what are the moral and foreign policy implications of genocide? ● *How were people with disabilities and members of the LGBT population targeted during the Holocaust? ● How did America's adoption of a total war strategy in both World War I and World War II alter America's trajectory both domestically and internationally? ● *To what extent did the American military embrace campaigns to expose and remove homosexuals in the armed forces? | <ul style="list-style-type: none"> ● The creation of Fascism by Benito Mussolini and the expansion of socialist and communist ideas around Europe created global conflict and oppression, and increased fear domestically of totalitarianism. ● President Franklin D. Roosevelt realized that America's involvement in World War II was inevitable due to our political alliances, our financial ties to Europe, and Japan's imperial ambitions. The Japanese attack on Pearl Harbor ultimately led to Germany and Italy declaring war on the United States. ● *Everyday life in America changed as a result of World War II, initiating currents of economic, cultural, social, and political transformation in the United States that would continue after the conclusion of the conflict. ● *Under Franklin D. Roosevelt's order, Japanese Americans were unjustifiably interned in the camps and faced economic and social persecution that had devastating long-term ramifications simply because of their ethnicity. ● *Minority groups in America participated in the war effort abroad and on the home front in a variety of ways, and while some groups made permanent social, political, and economic gains (women), others (Native Americans, Japanese Americans, and African Americans) were forced to their secondary place in American society once the war concluded. ● The generation of Americans that fought in World War II achieved mythic status as "the Greatest Generation" through literature, memory, and popular culture. ● The decision to employ nuclear weapons against Japan remains a point of contention among historians because of the mass casualties and the moral implications of using nuclear weapons against non-combatants. ● *The human scope of the Holocaust is unfathomable, necessitating ongoing efforts to ensure that such crimes against humanity are not repeated. Genocide has both moral and foreign policy implications, especially those pertaining to potential intervention in circumstances of state-sponsored genocide and other crimes against humanity. ● *Genocide has far-reaching implications for foreign policy decisions, resulting in a clash between human morality and political necessity. ● *Due to their interest in eugenics and an interest in genetic "purification," the Nazis made people with disabilities their first victims of the gas chambers in an attempt to test the method. Meanwhile, the relative acceptance of LGBT individuals in the Weimar Republic was quickly replaced with persecution as the Nazis implemented laws to punish even the perception of homosexuality, which later led to their imprisonment and execution. ● Total war mobilizes all of the resources of a society to fight a war and prioritizes warfare over the needs of the civilian population. The use of the total war strategy in both WWI and WWII defined America's status as an emerging world power and solidified the populace's support for the American military and the use of force to support the goals of the United States. ● *Under the direction of Assistant Secretary of the Navy Franklin D. Roosevelt, and inspired by the Newport Scandal, the United States Navy sought to find and remove sailors who had been accused of homosexual relationships. ● *The desire for solidarity and the consequential interest in uniformity led to a societal and governmental persecution of those who would criticize the government, including civil rights activists and those who would question American socioeconomic hierarchy. It also resulted in the marginalization of LGBT members of society in the form of the Lavender Scare. |
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Formative & Alternative Assessments: <ul style="list-style-type: none"> • Outlines/Chapter Guides • Reading Checks • Partner/Collaborative Activities • Coursework • Homework • Scavenger Hunts • Geography activities • Debates • Research activities • Individual student check ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • Benchmark SAQs (Short Answer Questions) • Dictators & WWII Assessment • WWII Research Task 	Resources Needed: <ul style="list-style-type: none"> • <i>US History Interactive</i>- Topic 14 • Adolph Hitler and Benito Mussolini speeches and audio-visual texts • Excerpts from the Munich Agreement • Photographs from the Blitzkrieg and Pearl Harbor • Segments from <i>Pearl Harbor</i> • Maps of WWII alliances • Excerpts from the Lend-Lease Act; • Franklin D. Roosevelt’s Shoot on Sight Order • Excerpts from the Neutrality Act • Franklin D. Roosevelt’s Declaration of War • Franklin D. Roosevelt’s Executive Order 9066 (Japanese Internment) • Photographs of the European and Pacific Theaters • Primary sources of minority experiences/perspectives • <i>The War</i> - Various episodes • Excerpt from <i>The Diary of Anne Frank</i> • Personal accounts of concentration camps • Transcript excerpts from the Nuremberg Trials • Clips from <i>The Pianist</i>
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Unit IV: America During the Cold War

Unit Summary

In this unit, students will examine the building tensions that developed between the United States and its allies and the Soviet Union and other communist nations in the post-World War II era. Examinations will include proxy wars such as the Korean War, as well as conflicts in Cuba, Eastern Europe, Africa, the Middle East, and Latin America. Students will also understand the cultural implications of this era on the American dream and the social roles of each American citizen. Through the analysis of this extended conflict into the 1960s and associated foreign policy decisions of Presidents Kennedy and Johnson, students will gain an understanding of how the ideological and economic differences between the two nuclear superpowers resulted in a conflict that continues to impact the world today.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *United States History II*:

- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.EconNE.12.a, 6.1.12.HistoryCC.12.a-e, 6.1.12.HistorySE.12.a-b, 6.1.12.CivicsPI.14.a, 6.1.12.GeoPP.13.a, 6.2.12.CivicsPI.5.a, 6.2.12.GeoGI.5.a, 6.2.12.EconET.5.a-b, 6.2.12.HistoryCC.5.b, 6.2.12.HistoryCC.5.f, 6.3.12.CivicsPD.1, 6.3.12.HistorySE.1, 6.3.12.HistoryCA.12
- *2023 New Jersey Student Learning Standards for English Language Arts*
 - L.KL.9–10.2.A, L.VL.9–10.3.A, L.VL.9–10.3.D, L.VL.9–10.3.E, RI.CR.9–10.1, RI.CI.9–10.2, RI.PP.9–10.5, RI.CT.9–10.8, W.AW.9–10.1.A-E, W.WR.9–10.5, W.SE.9–10.6, SL.PE.9–10.1.A-D, SL.UM.9–10.5
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.3, 8.2.12.EC.2, 8.2.12.ETW.4
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.1-4, 9.4.12.IML.8-9

Unit Essential Questions

- Why did the ideological and economic differences between the Western Bloc (the United States and its allies) and the Eastern Bloc (the Soviet Union and its satellite states) lead to the escalation of post-World War II politics and the Cold War?
- What is a “cold war?”
- What is a proxy war, and what role did proxy wars play during the Cold War?

Unit Enduring Understandings

- The ideological and economic differences between the Western Bloc and the Eastern Bloc were profound: the former advocated for capitalist, democratic states that permitted personal freedoms to their citizens, while the latter advocated single-party Marxist-Leninist states with socialist economies that limited the personal freedoms of their citizens. These ideological and economic differences and the global ambitions of the two dominant superpowers resulted in the Cold War.
- The term “cold” is used to define a conflict in which there is no large-scale, direct fighting between the two sides.
- During the Cold War, the United States and the Soviet Union never directly engaged in full-scale armed combat. Instead, regional wars

<ul style="list-style-type: none"> ● When did the Cold War begin, and how long did it last? ● How did the aforesaid ideological and economic differences between the Western Bloc (the United States and its allies) and the Eastern Bloc (the Soviet Union and its satellite states) impact global politics during the Cold War? ● Aside from proxy wars, how else was the Cold War waged? ● How did the Cold War affect the United States domestically during the 1950s? ● How did the varying Cold War strategies of American and Soviet leaders influence the reality and events of the conflict? ● Why did leadership decisions by American presidents from Truman through Nixon foster distrust for the Federal Government? 	<p>across the world, known as proxy wars (ex., the Korean War, the Bay of Pigs Invasion, the Congo Crisis, the Vietnam War, and the Six-Day War), supported the foreign policy initiatives and ambitions of the superpowers. There were numerous proxy wars during the Cold War, ranging from insurgencies and wars for independence to civil wars and military contests between nations allied with the superpowers.</p> <ul style="list-style-type: none"> ● The most accepted timeframe of the Cold War is from 1947, the year of the Truman Doctrine (an American foreign policy that supported nations threatened by Soviet expansion), to the collapse of the Soviet Union in 1991. ● The Cold War resulted in global spheres of influence that were controlled by the United States and the Soviet Union. Each sphere of influence reflected the economic and ideological orientation of the controlling superpower, fueling tensions between the superpowers. ● Nuclear proliferation occurred as a result of the Cold War, with both superpowers building arsenals designed to deter attack from the other side. Conventional military forces were also expanded. Psychological warfare, propaganda, espionage, politicized sporting events (ex., the Olympics), and technological competitions (ex., the Space Race) also played significant roles in the waging of the Cold War. ● As the Cold War unfolded, the United States experienced economic prosperity due to the post-World War II economic boom. Consumerism increased. The military industrial complex became a powerful vested interest that spurred economic growth. Anxieties and tensions over communism, disloyalty, and any form of cultural, political, or social dissidence belied the surface of placidity of 1950s American society and led to the resurgence of Nativist sentiments. Traditional gender roles and family values were underscored. ● The varying Cold War strategies of American and Soviet leaders defined how the conflict manifested and led to its evolution. ● The increasing transparency of the Oval Office, coupled with the expansion of presidential powers and questionable decisions and actions (both domestic and foreign policy-based), fostered distrust for both the Oval Office and the Federal Government.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> ● Outlines/Chapter Guides ● Reading Checks ● Partner/Collaborative Activities ● Coursework ● Homework ● Scavenger Hunts ● Geography activities ● Debates (Options) ● Research activities ● Individual student check ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> ● Atomic Bomb Decision-Making Project ● Origins of the Cold War Assessment ● 1950s Culture Poster ● 1950s Culture Presentation ● Cold War Assessment (Summative #2) 	<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>US History Interactive</i>- Topic 15 ● Albert Einstein's Letter to Harry Truman ● Photographs of the atomic bombing of Hiroshima and Nagasaki ● First-hand accounts of Japanese survivors of the atomic bombings of Hiroshima and Nagasaki ● Excerpts from the Yalta/Potsdam Agreements ● President Harry Truman's Address Before a Joint Session of Congress - 12, 1947 ● Speech Delivered by General George Marshall at Harvard University on June 5, 1947 ● Excerpts from The Marshall Plan; ● Excerpts from The Truman Doctrine; ● Photographs of the Korean War; ● 1950s American Culture photographs; ● HUAC/McCarthy Speeches; ● John F. Kennedy and Richard Nixon's televised Presidential Debate audio-visual text; ● John F. Kennedy's First and Second Inaugural Addresses; ● <i>13 Days</i>
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		<ul style="list-style-type: none"> • Richard Nixon and Mao Zedong China visit photograph; • Richard Nixon and Leonid Brezhnev SALT I photograph; • Richard Nixon’s resignation broadcast
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Unit V: America in the Changing World

Unit Summary

In this unit, students will study the forces and factors that have challenged and continue to challenge the United States as it endeavors to maintain its presence on the world stage as the remaining dominant superpower. Beginning with the Vietnam War era abroad and the Civil Rights Movement at home, and ending with the current status of the United States and the challenges it faces as a world power, this unit examines how the cultural, diplomatic, economic, military, and political facets (both domestic and international) of the last half century have influenced and continue to influence the evolution of the United States and affected and continue to affect the course of World history. This unit culminates with a capstone research project on a variety of relevant topics selected by students.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *United States History II*:

- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.CivicsPI.14.b, 6.1.12.CivicsPI.14.c, 6.1.12.CivicsPI.14.d, 6.1.12.HistoryCA.14.a-c, 6.1.12.HistoryCC.14.a, 6.1.12.HistorySE.14.a-c, 6.1.12.HistoryUP.14.a, 6.1.12.HistoryCC.14.b-c, 6.1.12.CivicsPR.15.a, 6.1.12.HistoryCC.15.a-c, 6.1.12.CivicsPD.16.a, 6.2.12.CivicsPI.6.a, 6.2.12.CivicsHR.6.a, 6.2.12.HistoryCC.6.a, 6.3.12.GeoGI.1, 6.3.12.HistorySE.1
- *2020 New Jersey Student Learning Standards: Visual and Performing Arts*
 - 1.3B.12prof.Cn11a
- *2023 New Jersey Student Learning Standards for English Language Arts*
 - L.KL.9–10.2.A, L.VL.9–10.3. A, L.VL.9–10.3.D, L.VL.9–10.3.E, RI.CR.9–10.1, RI.CI.9–10.2, RI.PP.9–10.5, RI.CT.9–10.8, W.AW.9–10.1.A-E, W.WR.9–10.5, W.SE.9–10.6, SL.PE.9–10.1.A-D, SL.UM.9–10.5
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.3, 8.2.12.ITH.3, 8.2.12.EC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.1-4, 9.4.12.IML.8-9

Unit Essential Questions	Unit Enduring Understandings
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Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • What were the economic, social, and political issues embedded in the American Civil Rights Movement, and how were these expressed through various philosophies of the movement? • How successful were the efforts of activists during the American Civil Rights Movement? • How did the Federal legislation achieved as a result of the American Civil Rights Movement affect subsequent initiatives to ensure rights for American citizens? • Why did the Vietnam War become a divisive conflict for Americans? • What were “Peace with Honor” and “Vietnamization”? • What forces and factors—both domestic policy-related and foreign policy-related—influenced the evolution of the United States between 1975 and today? • Why can the United States still 	<ul style="list-style-type: none"> • Both militant and non-violent approaches were embraced to bring about change for African Americans as a result of segregation, discrimination, disenfranchisement, and economic inequality that existed in America before the end of World War II. • Tangible accomplishments such as Supreme Court verdicts and the passage of Civil Rights legislation by the Federal Government improved the lives of African Americans; however, racism and de facto segregation exist to this day. • The American Civil Rights Movement is regarded as the wellspring of all great movements for social justice and equality in the United States in the 20th and 21st Centuries (ex., the Women’s Movement; the Mexican-American Civil Rights Movement, the American Gay Liberation Movement, the Native American Civil Rights Movement, etc.). • When the Vietnam War began, the majority of Americans believed that protecting South Vietnam from communist aggression was in the national interest. As the war dragged on and the media coverage and the economic and human costs increased, public opinion of the conflict became increasingly unfavorable. Opposition to the draft grew, and college campuses became centers of protest. Socio-economic and racial tensions heightened because of the draft deferments that resulted in minorities and less affluent/less educated working-class males making up a disproportionate number of draftees. As the Johnson Administration escalated its commitment, the peace movement grew and became increasingly radicalized, and passive

<p>claim global supremacy as the only remaining superpower in the 21st Century?</p> <ul style="list-style-type: none"> • What are the primary domestic policy challenges that the United States faces in the 21st Century? • What are the primary foreign policy challenges that the United States faces on an ever-changing world stage in the 21st Century? 	<p>protests turned to violence. The media coverage of the Tet Offensive of 1968 had a telling effect on the American public. When Richard Nixon was elected in 1968, America was polarized over the Vietnam War.</p> <ul style="list-style-type: none"> • Upon taking office in 1969, Richard Nixon introduced a new strategy called “Vietnamization” that was aimed at ending American involvement in the Vietnam War by transferring all military responsibilities to South Vietnam. The increasingly unpopular war had created deep divisions in American society. Nixon believed his Vietnamization strategy, which involved building up South Vietnam’s military strength in order to facilitate a gradual withdrawal of U.S. troops, would prepare the South Vietnamese to take responsibility for their own defense against a Communist takeover and allow the U.S. to leave the conflict with its honor intact. “Peace with Honor” was a phrase later used by Richard Nixon to describe the Paris Peace Accord signed in January of 1973 to end the Vietnam War. Two months later, the last American military units were withdrawn from Vietnam, and two years later, Saigon fell to North Vietnamese troops. • A complex matrix of cultural, economic, political, and social forces and factors influenced the evolution of the United States between 1975 and today, resulting in an ongoing process of national transformation. This matrix comprises issues that are related to both domestic policies and foreign policies. The cultural, economic, political, and social forces and factors that comprise this matrix will serve as the core research focus in this unit. • Despite the ascendancy of other countries, the United States will retain its privileged position as the remaining superpower because of five key categories of power: economics (the quality of the domestic economy and the role that that the American economy plays in the global financial system); military superiority in conventional, nonconventional, and nuclear assets; political influence; commitment to technological innovation; and culture/lifestyle/quality of life. • The primary domestic policy challenges that the United States faces in the 21st Century are complex and multidimensional. These domestic policy challenges are the research concentrations for the capstone project. • The primary foreign policy challenges that the United States faces on an ever-changing world stage in the 21st Century are complex and multidimensional. These foreign policy challenges are the research concentrations for the capstone project.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Outlines/Chapter Guides • Reading Checks • Partner/Collaborative Activities • Coursework • Homework • Scavenger Hunts • Geography activities • Debates (Options) • Research activities • Individual student check ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Civil Rights Paper • Civil Rights Debate • Vietnam Through the Music Presentation • Vietnam Assessment • End of the Year Research Paper (Summative #3) • End of the Year Presentation • End of the Year Assessment 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • <i>US History Interactive</i>- Topics 16-20 • <i>Brown v. Board of Education</i> verdict and the opinions of the Supreme Court Justices; • Excerpts from <i>The Civil Rights Acts</i> (1964 and 1968); • Excerpts from the Voting Rights Act; • Malcolm X’s “The Ballot or the Bullet” speech; • Martin Luther King, Jr.’s “I Have a Dream” speech; • <i>30 for 30: Ghosts of Ole Miss</i> • Photographs of the American Civil Rights Movement; • Protest music of the American Civil Rights Movement; • Excerpts from <i>The Gulf of Tonkin Resolution</i>; • Photograph of the My Lai Massacre; • Photograph of the execution of Nguyen van Lem during the Tet Offensive; • Photograph of Phan Thi Kim Phuc after the napalm bombing in 1972;
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	<ul style="list-style-type: none"> ● Vietnam War Peace Movement photographs; ● Kent State Massacre photographs and “Ohio” by Crosby, Stills, Nash, and Young; ● Richard Nixon’s “Peace with Honor” broadcast; ● Photograph of the United States Embassy during the fall of Saigon in 1975. ● <i>Forrest Gump</i> ● Primary and Secondary Sources selected and researched by students, relevant to their end of the year project
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Section IX: Unit Reflection

The *United States History II* instructional team must confer upon the completion of each instructional unit in the *United States History II* curriculum and rate the degree to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *United States History II* curriculum.

Unit Reflection Form: <i>United States History II</i>			
Lesson Activities:	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity, and innovation skills;			
Are challenging and require higher-order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered, with the teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			

Provide data to inform and adjust instruction to better meet the varying needs of learners.			
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Appendix

Writing Instruction and the RFH Community

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)