

Original Adoption: 2023 NJSLs English Language Arts and English as a Second Language (8-21-24); Math NJSLs Mathematics (8-21-24); 2020 NJSLs Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

Created By: Social Studies Curriculum Team

**United States History II
Curriculum Map
Grades 11-12**

Content Area: Social Studies

Unit I:

- 1920's & 1930's

September 07, 2025 -
November 16, 2025

45 days

Unit II:

- World War II and the Holocaust

November 17, 2025 -
January 31, 2026

45 days

Unit III:

- Postwar Years (1945 - 1970)

February 01, 2026 -
April 18, 2026

45 days

Unit IV:

- Contemporary America (1968 - present)

April 19, 2026 -
June 22, 2026

45 days

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Contributions, history, and heritage of Asian Americans and Pacific Islanders ([P.L.2021, c.416](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Prepare students to understand how and why climate change happens, the impact it has on our local and global communities, and to act in informed and sustainable ways. [Click here](#) for specific examples (by subject).

Introduction / Philosophy: The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.

- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Social studies instruction occurs throughout the P-12 spectrum:

- In grades 9-12, students continue to study U.S. History and World History/Global Studies. They consider historical viewpoints in order to analyze the role of the individual in society and the significance of fundamental documents to basic human rights. Socratic discussion groups and debate activities enable students to develop sound reasoning and effective communication skills. Opportunities to collaborate with students from around the world and experts in the field, and to develop innovative solutions to real world problems on the local, national, and global levels, mirror the 21st-century workplace and allow students to practice important career skills. By the end of grade 12, students have a heightened understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in an interconnected world.

Unit I: 1920's & 1930's

Duration: 45 Days

Standards / Learning Targets

Focus Standards - Major Standards

Era 8. The Emergence of Modern America: Roaring Twenties (1890–1930)

- 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
- 6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
- 6.1.12.HistoryCC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.
- 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

Era 9. The Great Depression and World War II: The Great Depression (1929–1945)

- 6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- 6.1.12.EconNE.9.a: Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).
- 6.1.12.EconNE.9.b: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.
- 6.1.12.HistoryCC.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.
- 6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.

Supporting & Additional Standards

- 6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
- 6.1.12.EconNE.8.a: Analyze the push-pull factors that led to the Great Migration.
- 6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
- 6.1.12.EconNE.9.c: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
- 6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).

Interdisciplinary Standards

Language Arts

- SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Science

- MS-ESS1-3. Analyze and interpret data to determine scale properties of objects

Computer Science & Design Thinking

- 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).
- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Career Readiness, Life Literacies, & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Assessments

Participation/Observations
 Questioning
 Running Records
 Discussion Circles
 Turn and Talks
 Anecdotal Notes
 Reading/Writing Checklist
 Demonstration of Learning (Exit Slips)
 Graphic Organizers/Thinking Maps
 Response Logs
 Reading Response
 Presentations
 Peer/Self Assessment
 Visual Representations
 Individual Whiteboards
 Student/Teacher Conferencing
 Rubrics

Alternate Assessments

Teacher-created project-based assessment
 Alternate Running Records
 Discussion Circles
 Turn and Talks

<p>Strategy Group</p> <p><u>Benchmark Assessments</u> Reading Unit Assessments Beginning of the Year District Benchmark Assessment (link) Middle of the Year District Benchmark Assessment (link) End of the Year District Benchmark Assessment (link)</p> <p><u>Summative Assessments</u> Final Writing Drafts</p>	
<p style="text-align: center;">Enduring Understandings Unit I</p>	<p style="text-align: center;">Essential Questions Unit I</p>
<ul style="list-style-type: none"> ● The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, & economic problems. ● Americans felt compelled by the hardships of war and Harding's ideal to return to "Normalcy". ● The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society. ● New Deal programs had a lasting impact on the expansion of the role of the national government in the economy. 	<ul style="list-style-type: none"> ● What economic innovations came in the 1920s, and what was their effect on different social groups? ● How did the fear of Communism lead to xenophobia and violations of Constitutional rights? ● What social developments contributed to the cultural creativity and conflicts of the 1920s? ● What are the risks involved in an economy that relies too much on credit? ● What caused the Great Depression, and how did President Hoover respond? ● What were the major components of Roosevelt's New Deal?

	<ul style="list-style-type: none"> • How did the depression and the New Deal affect specific social groups in the United States? • How did the New Deal affect the Great Depression and was it successful? • What happened after the Supreme Court challenged many of the New Deal programs? • How did the New Deal change the United States?
Sequence of Topics Unit I	Teacher Notes Unit I
1. Adjusting to Peacetime	<ul style="list-style-type: none"> - Warren Harding “Return to Normalcy” - Teapot Dome Scandal - Calvin Coolidge and Isolationism - Kellogg-Briand Pact - Continuation of Roosevelt Corollary in Nicaragua
2. Red Summer of 1919	<ul style="list-style-type: none"> - Violence toward Black Veterans returning from WWI - Resurgence of the KKK - “Push and Pull Factors” leading to the Great Migration - Racially motivated violence throughout the country (Chicago, Washington DC)
3. Red Scare	<ul style="list-style-type: none"> - Communist revolution in Russia resulting in the formation of the Soviet Union - Fear of the spread of Communism in America - Social intolerance and xenophobia leads to restriction in immigration and labor organization as well as violations of Constitutional Rights - Palmer Raids - Sacco and Vanzetti

4. Temperance Movement and Women's Suffrage	<ul style="list-style-type: none"> - Link between the Temperance Movement and the struggle for Women's Suffrage - Changing lives of women
5. Prohibition	<ul style="list-style-type: none"> - Temperance Movement successfully leads to Prohibition - 18th Amendment and Volstead Act - Rise of Mafia and organized crime - Bootleggers and Speakeasies - Failure of Prohibition
6. Changes in American Society	<ul style="list-style-type: none"> - Fads (dances, flagpole sitting, barnstorming, etc.), Heroes of the time (Babe Ruth, Getrude Ederle, Charles Linbergh, etc.) - Traditionalism vs. Progressivism as seen in The Scopes Trial, Changing lives of women, Racial conflict and the impact of Marcus Garvey <ul style="list-style-type: none"> - UNIA - Growing National connect (radio, automobiles, movies)
7. Roaring Twenties/Jazz Age	<ul style="list-style-type: none"> - Jazz: new American sound, originates in New Orleans and spreads to cities around the country through the Great Migration, Louis Armstrong, Duke Ellington, - Racial conflict resulting from Jazz
8. Harlem Renaissance	<ul style="list-style-type: none"> - Great Migration and racism in the North leads to De Facto Segregation and "White Neighborhoods" and "Black Neighborhoods" resulting in the Harlem Renaissance--an explosion of African American art through music, painting, literature, dance, and theatre in which they are able to tell their story in their own way for the first time in America - Cotton Club - Duke Ellington - Langston Hughes ("I, Too"), Claude McKay ("America", "If We Must Die"), Zore Neale Hurston (Excerpts from <i>Their Eyes Were Watching God</i>)

	<ul style="list-style-type: none"> - Examine art by Harlem Renaissance Artists like Jacob Lawrence and James VanDerZee
9. Consumerism	<ul style="list-style-type: none"> - Examine the economic boom and rise of consumerism in the 1920s - Mass production, New products, Improved advertising, More time for leisure - Buying on Credit - Examine the risks involved with an economy that relies too much on Credit
10. Stock Market Crash	<ul style="list-style-type: none"> - Causes of the Stock Market Crash (Overproduction and oversupply, Speculation and buying stocks on margin, Poorly timed tariff) - Black Tuesday and the Stock Market Crash - Bank failures and bank runs lead to thousands of banks closing
11. Great Depression	<ul style="list-style-type: none"> - Deflationary Spiral - Lack of response by Herbert Hoover - Shantytowns/Hoovervilles - Veteran's March on Washington in support of Putnam Bill - Riding the Rails - Soup kitchens and breadlines - Dust Bowl - Racism during the Great Depression "First Fired, Last Hired" - Dorothea Lange Photography analysis
12. FDR and the New Deal	<ul style="list-style-type: none"> - Election of Franklin Delano Roosevelt - Fireside Chats - New Deal reforms - Eleanor Roosevelt - Black Cabinet - Racial discrimination in New Deal Programs - Legacy of the New Deal

Suggested Activities / Resources

1. Adjusting to Peacetime

Resources / Links:

Summary of WWI video:

[World War I \(short version\)](#)

[Digital Toolkit: The Teapot Dome Scandal | The Online Encyclopedia of Wyoming History](#)

[Republican Party Platform of 1924 | The American Presidency Project](#)

Videos:

[Teapot Dome: The Watergate Before Watergate](#)

2. Red Summer of 1919

Resources / Links:

Free to make an account with the Stanford History Education Group to download materials:

[Great Migration | Stanford History Education Group](#)

[Chicago Race Riots of 1919 | Stanford History Education Group](#)

Videos:

[Red Summer: The Pain And Lessons Of The 1919 Chicago Race Riots](#)

3. Red Scare

Resources / Links:

Free to make an account with the Stanford History Education Group to download materials:

[Palmer Raids | Stanford History Education Group](#)
[Mexicans in the United States in the 1920s | Stanford History Education Group](#)
[Sacco and Vanzetti | Stanford History Education Group](#)

Make a copy to use and edit as needed:

[Evaluating Sources Immigration in the 1920's](#)

Videos:

[The Revolution That Shaped Russia | National Geographic](#)
[Communism vs. Socialism: What's The Difference? | NowThis World](#)
[History Brief: The Red Scare in the 1920s](#)

4. Temperance Movement and Women's Suffrage

Resources / Links:

Free to make an account with the Stanford History Education Group to download materials:

[Anti-Suffragists | Stanford History Education Group](#)

Make a copy to use and edit as needed:

[Inquiry Prohibition and Temperance](#)

Videos:

[Prohibition and the Suffrage Movement | The Vote | American Experience | PBS](#)

5. Prohibition

Resources / Links:

Free to make an account with the Stanford History Education Group to download materials:

[Prohibition | Stanford History Education Group](#)

Videos:

[Prohibition: Banning alcohol was a bad idea... - Rod Phillips](#)
[St. Valentine's Day Massacre \(1929\)](#)
[History Brief: Speakeasies \(Roaring Twenties\)](#)

6. Changes in American Society

Resources / Links:

Free to make an account with the Stanford History Education Group to download materials:

[Scopes Trial | Stanford History Education Group](#)

[Marcus Garvey | Stanford History Education Group](#)

Make a copy to use and edit as needed:

[DBQ 1920's A Decade of Change](#)

Videos:

[Whiteys Lindy Hoppers .. Hellzapoppin.](#)

[Black Bottom 1926, and The Black Bottom Dance](#)

[Breakaway dance](#)

[The Weird Thrills That Americans Pursued in the 1920s](#)

[Prohibition Inspired a New Generation of Rebellious Women](#)

[Marcus Garvey: Strongest Voice for Black Nationalism in History | Biography](#)

7. Roaring Twenties/Jazz Age

Resources / Links:

Videos:

[La La Land - Sebastian and Mia at The Jazz Club](#)

[Original lyrics : Down Hearted Blues \(Bessie Smith, 1923\) \[with english subtitles\]](#)

[Duke Ellington, "Take the A Train"](#)

[Louis Armstrong Live](#)

[Jazz Age: Hot Sounds Of The 1920s & 30s \(Past Perfect\) Expertly remastered](#)

8. Harlem Renaissance

Resources / Links:

[The Great Migration](#)

Make a copy to use and edit as needed:

[Using Evidence Harlem Renaissance James VanDerZee Photographs](#)

[Evaluating Sources ZoraNealeHurston LangstonHughes](#)

[Analysis Harlem Renaissance LangstonHughesPoetry](#)

[Analysis Harlem Renaissance SymbolsinPoemsSongs](#)

[The Harlem Renaissance - Digital Version](#)

Videos:

[The Harlem Renaissance](#)

[DUKE ELLINGTON - the history of the COTTON CLUB in Harlem \(part 1 of 2\)](#)

[DUKE ELLINGTON: the history of the COTTON CLUB in Harlem \(part 2 of 2\)](#)

9. Consumerism

Resources / Links:

Make a copy to use and edit as needed:

[Using Evidence Consumerism in the 1920's](#)

Videos:

[History Brief: Mass Production and Advertising in the 1920s](#)

10. Stock Market Crash

Resources / Links:

Videos:

[The Great Depression - 5 Minute History Lesson](#)

[The Bank Run](#)

11. Great Depression

Resources / Links:

Cinderella Man (Film)

Free to make an account with the Stanford History Education Group to download materials:

[Migrant Mother Photograph | Stanford History Education Group](#)

[The Dust Bowl | Stanford History Education Group](#)

Make copy to use and edit as needed:

[Analysis Great Depression Statistics](#)

[Using Evidence Dust Bowl Migrants](#)

12. FDR and the New Deal

Resources / Links:

[March 12, 1933: Fireside Chat 1: On the Banking Crisis | Miller Center](#)

Free to make an account with the Stanford History Education Group to download materials:

[New Deal SAC | Stanford History Education Group](#)

[Social Security | Stanford History Education Group](#)

Make copy to use and edit as needed:

[Evaluating Sources Hoover v. FDR](#)

[Using Evidence Fireside Chats](#)

[Using Evidence African Americans and the New Deal](#)

Videos:

[FDR Inauguration "Fear Itself" Sound Bite PublicDomainFootage.com](#)

[Hiding a Disability](#)

[How the New Deal Left Out African-Americans Smithsonian Magazine](#)

[What few people know about the program that "saved" America - Meg Jacobs](#)

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)

- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- 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 enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- 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
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit II: WWII & The Holocaust

Duration: 45 Days

Standards / Learning Targets

Focus Standards - Major Standards

Era 11. The Great Depression and World War II: World War II (1929–1945)

- 6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
- 6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- 6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
- 6.1.12.EconET.11.a: Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.
- 6.1.12.EconNE.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.

Supporting & Additional Standards

- 6.1.12.HistoryCC.11.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- 6.1.12.HistoryCA.11.a: Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
- 6.1.12.HistoryCA.11.b: Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).
- 6.1.12.HistoryCC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
- 6.1.12.HistoryUP.11.a: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

- 6.1.12.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

Interdisciplinary Standards

Language Arts

- SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Science

- MS-ESS1-3. Analyze and interpret data to determine scale properties of objects

Computer Science & Design Thinking

- 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).
- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Career Readiness, Life Literacies, & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences,

apprenticeships, and dual enrollment programs.

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others

- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Assessments

Participation/Observations
 Questioning
 Running Records
 Discussion Circles
 Turn and Talks
 Anecdotal Notes
 Reading/Writing Checklist
 Demonstration of Learning (Exit Slips)
 Graphic Organizers/Thinking Maps
 Response Logs
 Reading Response
 Presentations
 Peer/Self Assessment
 Visual Representations
 Individual Whiteboards
 Student/Teacher Conferencing
 Rubrics
 Isation Screening
 Strategy Group

Benchmark Assessments

Reading Unit Assessments
 Beginning of the Year District Benchmark Assessment ([link](#))
 Middle of the Year District Benchmark Assessment ([link](#))

Alternate Assessments

Teacher-created project-based assessment
 Alternate Running Records
 Discussion Circles
 Turn and Talks

<p>End of the Year District Benchmark Assessment (link)</p> <p><u>Summative Assessments</u> Final Writing Drafts</p>	
<p style="text-align: center;">Enduring Understandings Unit II</p>	<p style="text-align: center;">Essential Questions Unit II</p>
<ul style="list-style-type: none"> ● Mobilization for war transformed the scope and authority of the federal government, vastly expanding presidential powers. ● The unemployment of the depression ended, making American industry more productive and most Americans more prosperous than ever before. ● On the home front, the war catalyzed vital changes in racial and social relations. ● The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. ● Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women. 	<ul style="list-style-type: none"> ● How did the American people and government respond to the international crises of the 1930s? ● How did war mobilization transform the American economy and government? ● What were the major aspects of Allied military strategy in Europe and Asia? ● What were the major effects of World War II on American society, including minorities and women? ● What new issues did the U.S. government confront in defeating Germany and Japan in 1945?
<p style="text-align: center;">Sequence of Topics Unit II</p>	<p style="text-align: center;">Teacher Notes Unit II</p>
<p>1. Rise of Dictators</p>	<p>- Worldwide economic depression leads to people questioning</p>

	<p>the strength of democracy</p> <ul style="list-style-type: none"> - Stalin, Mussolini, Tojo, and Hitler - Fascism
2. Hitler: From Soldier to Fuhrer	<ul style="list-style-type: none"> - Hitler blames failure of Germany on patriotic traitors, existing political regime, Jewish people, and the Treaty of Versailles - Hitler joins and rises the rank of the National Socialist German Workers (Nazi Party) - Beer Hall Putsch - Mein Kempf → expands on nationalistic, anti-Semitic (extreme racism toward jews) views he had begun to develop in his early twenties, and laid out plans for the Germany—and the world—he sought to create when he came to power. - Pyramid of Hate - Gains more popularity during global depression in 1929 - Receives significant portion of vote in 1932 - Appointed Chancellor in 1933 - Reichstag Fire - Nuremberg Laws
3. Night of Long Knives, Kristallnacht, and the Road to the Holocaust	<ul style="list-style-type: none"> - Hitler begins to target potential threats: <ul style="list-style-type: none"> - SA - Ernst Roehm - Gregor Strasser - Kurt Von Schleicher - Over 1,000 political threats to Hitler eliminated in the Night of Long Knives - President Paul Von Hindenberg dies → Hitler names himself Fuhrer - Destruction of Jewish owned businesses
4. Germany's Military Aggression, Appeasement, and the beginning of WWII	<ul style="list-style-type: none"> - Failure of the League of Nations - Japan took over portions of China in the 1930's, killing hundreds of thousands

	<ul style="list-style-type: none"> - Italy invaded Ethiopia in Africa in 1935 - Failure of Appeasement <ul style="list-style-type: none"> - Hitler invaded the Rhineland in 1936 and Austria in 1938 - Munich Pact - Invasion of Poland and the official start of WWII - Nazi-Soviet Pact (sham) - Blitzkrieg - France falls - Germany pushes east to Soviet Border → Soviet Union declares war on Germany and allies with Great Britain
<p>5. The Collapse of France, Battle of Britain and the Blitz</p>	<ul style="list-style-type: none"> - Collapse of France - Vichy France - French Free Forces and the Resistance - Operation Dynamo and the Miracle at Dunkirk - The Battle of Britain → aerial battle <ul style="list-style-type: none"> - Goal of Germany to destroy the RAF so that they can implement Operation Sealion → invasion of Britain
<p>6. US moves towards war and Pearl Harbor</p>	<ul style="list-style-type: none"> - Lend-Lease Act - Peacetime Draft - Winston Churchill and FDR issue the Atlantic Charter - Germany, Italy, and Japan sign the Tripartite Pact - December 7, 1941: Attack on Pearl Harbor - Background to the attack <ul style="list-style-type: none"> - Japan upset after WWI - Japan moves toward self-sufficiency → seek to control Asia and take resources for themselves - 1933 Japan leaves League of Nations - 1937 Second Sino-Japanese War - 1940 Japan controls Indochina - Embargos implemented by US and Great Britain

	<p style="text-align: center;">against Japan</p> <ul style="list-style-type: none"> - End of domestic support for non interventionism → Underground support for Great Britain turns into an active alliance
7. The War in Eastern Europe and Africa	<ul style="list-style-type: none"> - 1941 Soviet fighters and a harsh Russian winter halted the Germans outside of Moscow - 1942 Soviets are able to defeat the Germans at Stalingrad and Hitler's army is pushed back - 1942 British defeat the Germans in the Battle of Alamein in Egypt <ul style="list-style-type: none"> - German tank commander Erwin Rommel (The Desert Fox) was pushed westward - Dwight D. Eisenhower then arrived with fresh American troops in November → George Patton - Trapped by both Americans and British, Rommel's army surrenders in May 1943
8. Beginning of the Battle in the Pacific and Executive Order 9066	<ul style="list-style-type: none"> - Fear runs rampant in the US → targets the Japanese <ul style="list-style-type: none"> - Americans believed Japanese Americans would spy on the Japanese - FDR issues and Executive Order → Japanese Americans would be interned (temporarily imprisoned) <ul style="list-style-type: none"> - 110,000 were forced to sell almost all of their possessions and live in internment camps until the end of the war - No evidence of Japanese American disloyalty was ever found - After Pearl Harbor, Japan started attacking other Pacific islands **including the U.S.-governed Philippine Islands - Douglas MacArthur led a Filipino-American force <ul style="list-style-type: none"> - MacArthur overestimated his troops and underestimated the Japanese and finally withdrew

	<p>when ordered by FDR for fear that he would be captured</p> <ul style="list-style-type: none"> - Bataan Death March - 1942 → naval battles turn the tide for the allies in the Pacific <ul style="list-style-type: none"> - Battle of Coral Sea → first ever battle fought by planes launched by aircraft carriers - Battle of Midway Island → U.S. forces sink four Japanese carriers and shoot down 322 planes
<p>9. Mobilization Efforts in the US</p>	<ul style="list-style-type: none"> - Volunteers and draftees of all ethnic religions backgrounds swelled the ranks of the military - 15 million men served - Hundreds of thousands of women filled combat roles <ul style="list-style-type: none"> - Nurses, ferried bombers, and taught men to fly - Took over traditionally male jobs → factories, shipyards, welders and riveters, bus drivers, police officers, and other key jobs in their communities - War Production Board → factories begin producing war goods - Millions of new jobs → ended unemployment of the Depression - Rationing → limited purchase of specific items - Certain foods, rubber, gasoline - Back at it with the war bonds and victory gardens - Discrimination at Home <ul style="list-style-type: none"> - Zoot Suit Riots - Minorities that were not serving in the military took over jobs that were needed as well - Several thousand non U.S. citizens held in camps as illegal aliens - Still discrimination in employment → once again African American leaders point out the irony of fighting for democracy while still facing discrimination at home

<p>10. Tuskegee Airmen and the Navajo Code Talkers</p>	<ul style="list-style-type: none"> - The need for workers broke down some racial barriers. Many African American, Hispanic Americans, Native Americans and other minorities worked on farms and in factories to help with wartime production - Tuskegee Airmen → trained at Tuskegee Institute Alabama <ul style="list-style-type: none"> - Because they were black, they were segregated from the white troops - Became a well-respected, elite unit - Protected every US bomber they escorted during the war. No other squadron could make this claim during World War II. - African American men served honorably, but still remained segregated from white soldiers. - They served in all-black units under the command of white officers. - On navy ships and army posts, African Americans were usually assigned small tasks like cooking. - Many African Americans were upset that the government expected them to fight for a country that did not give them equal rights. - These soldiers returned home no longer willing to accept inequality - Navajo Code Talkers → developed a coded radio language based on the Navajo language <ul style="list-style-type: none"> - Code talkers played an important role in secret communications, because the Japanese never figured it out
<p>11. D-Day</p>	<ul style="list-style-type: none"> - Operation Bodyguard → intentional misinformation - Needed optimal weather conditions - 156,000 (mostly) American, British, and Canadian troops execute operation D-Day

	<ul style="list-style-type: none"> - Beginning of the end for Germany <ul style="list-style-type: none"> - Victories by the Soviet Union in the East and now a land base of operations for US and Britain mark the inevitable defeat of Germany → forced to fight a two-front war
<p>12. Battle of the Bulge and the VE Day</p>	<ul style="list-style-type: none"> - Battle of the Bulge → Final large scale battle of the war - April 30th 1945 → Russians were only a day or so from overtaking the chancellery and urged to escape to the Alps where Hitler owned a home, the dictator instead chose suicide <ul style="list-style-type: none"> - Conspiracy? - May 8, 1945 → German troops finally laid down their arms
<p>13. Battle in the Pacific, Dropping the Atomic Bombs, and VJ Day</p>	<ul style="list-style-type: none"> - Island Hopping - MacArthur returns to the Philippines - Iwo Jima - Okinawa - Operation Meetinghouse → Firebombing of Tokyo and other Japanese cities - Manhattan Project → Atomic Bomb - Different options to end the war with Japan <ul style="list-style-type: none"> - Invasion - Blockade - Demonstration - Conditional Surrender - Atomic Bomb ** - Bombings of Hiroshima and Nagasaki <ul style="list-style-type: none"> - Debate over use of atomic bombs - Emperor Clause - VJ Day → August 14/September 2 1945 - MacArthur leads occupation of Japan to ensure their transition to a more democratic and peaceful nation <ul style="list-style-type: none"> - Lasts until 1952

Suggested Activities / Resources

1. Rise of Dictators

Resources / Links:

Make a copy to use and edit as needed:

[Great Depression and Rise of Hitler](#)

2. Hitler: From Soldier to Fuhrer

Resources / Links:

Videos:

[Hitler's Rise to Power: 1918-1933 | Facing History and Ourselves](#)

3. Night of Long Knives, Kristallnacht, and the Road to the Holocaust

Resources / Links:

[United States Holocaust Memorial Museum - Guidelines for Teaching About the Holocaust](#)

[Montreal Holocaust Museum - Us vs Them, Creating the Other](#) (Article)

[Muguette Myers: A Childhood Under the Occupation](#)

[17 Letters - For the Last Time and Forever](#)

Videos:

[Increasing Restrictions Against the German Jews](#)

4. Germany's Military Aggression, Appeasement, and the beginning of WWII

Resources / Links:

Free to make an account with the Stanford History Education Group to download materials:

[Appeasement | Stanford History Education Group](#)

[Nazi Propaganda | Stanford History Education Group](#)

Videos:

[What was the League of Nations](#)

[Weaponology - "Blitzkrieg"](#)

5. The Collapse of France, Battle of Britain and the Blitz

Resources / Links:

Videos:

[Dunkirk \(2017\) - Opening Scene - HD](#)

[Dunkirk Evacuation \(1940\)](#)

["Never Surrender" - Winston Churchill](#)

[The Blitz \(1940-41\)](#)

[London Can Take It](#)

6. US moves towards war and Pearl Harbor

Resources / Links:

Make a copy to use and edit as needed:

[Close Read WWII Posters & Propaganda 2.0](#)

[Close Read Neutrality Involvement](#)

[Letter from Pearl Harbor](#)

[Pearl Harbor](#)

Videos:

[Pearl Harbor: Attack, Casualties & Facts - HISTORY](#) (Video and information)

[Watch Pearl Harbor: The Attack | A Clip From The War | PBS](#)

[PEARL HARBOR - INTO THE ARIZONA | Sunken Relics Revealed | PBS](#)

7. The War in Eastern Europe and Africa

Resources / Links:

Videos:

[Battle of Stalingrad \(1942-43\)](#)

8. Beginning of the Battle in the Pacific and Executive Order 9066

Resources / Links:

Free to make an account with the Stanford History Education Group to download materials:

[Japanese American Incarceration | Stanford History Education Group](#)

Make a copy to use and edit as needed:

[THEY CALLED US ENEMY High School Overview](#)

Videos:

[Surviving the Bataan Death March](#)

[Ugly History: Japanese American incarceration camps - Densho](#)

9. Mobilization Efforts in the US

Resources / Links:

Free to make an account with the Stanford History Education Group to download materials:

[Zoot Suit Riots | Stanford History Education Group](#)

Videos:

[Rosie the Riveter Song](#)

10. Tuskegee Airmen and the Navajo Code Talkers

Resources / Links:

Videos:

[Who Were the Tuskegee Airmen? | Dogfights | History](#)

[Navajo Code Talkers | Short Documentary | EXPLORE MODE](#)

11. D-Day

Resources / Links:

Make a copy to use and edit as needed:

[Close Read D-Day Normandy](#)

Videos:

[Saving Private Ryan - Omaha Beach Scene \(HDR - 4K - 5.1\)](#)

[WWII Vets Told Us What D-Day Was Really Like](#)

12. Battle of the Bulge and the VE Day

Resources / Links:

Videos:

[Mysteryquest: Death of Hitler | History](#)

13. Battle in the Pacific, Dropping the Atomic Bombs, and VJ Day

Resources / Links:

Make a copy to use and edit as needed:

[DBQ The Decision to Drop the Atomic Bomb](#)

Videos:

[Lessons Learned: The Firebombing of Tokyo](#)
[Hiroshima: 75th anniversary of the atomic bomb](#)
[Why Do ATOM BOMBS Have So Much ENERGY?](#)

14. Legacy of the Holocaust

[Holocaust Auschwitz Museum Virtual Tour](#)

Make a copy to use and edit as needed:

[The Holocaust](#)

Free to make an account with the Stanford History Education Group to download materials:

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations

- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals

- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- 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 enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students

- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- 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
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program



Unit III: Postwar Years (1945-1970)

Duration: 45 Days

Standards / Learning Targets

Focus Standards - Major Standards

Era 12. Postwar United States: Cold War (1945 to early 1970s)

- 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.EconGE.12.a: Assess the impact of agricultural innovation on the world economy.
- 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.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.

Era 13. Postwar United States: Civil Rights and Social Change (1945 to early 1970s)

- 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.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.GeoPP.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.
- 6.1.12.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.EconNE.13.b: Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.
- 6.1.12.EconNE.13.c: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
- 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.

Supporting & Additional Standards

- 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.
- 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.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.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.
- 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.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.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.
- 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.

Interdisciplinary Standards

Language Arts

- SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Science

- MS-ESS1-3. Analyze and interpret data to determine scale properties of objects

Computer Science & Design Thinking

- 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).
- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Career Readiness, Life Literacies, & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Social Emotional Learning Standards

Self-Awareness

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Assessments

Alternate Assessments

<p>Participation/Observations Questioning Running Records Discussion Circles Turn and Talks Anecdotal Notes Reading/Writing Checklist Demonstration of Learning (Exit Slips) Graphic Organizers/Thinking Maps Response Logs Reading Response Presentations Peer/Self Assessment Visual Representations Individual Whiteboards Student/Teacher Conferencing Rubrics Strategy Group</p> <p><u>Benchmark Assessments</u> Reading Unit Assessments Beginning of the Year District Benchmark Assessment (link) Middle of the Year District Benchmark Assessment (link) End of the Year District Benchmark Assessment (link)</p> <p><u>Summative Assessments</u> Final Writing Drafts</p>	<p>Teacher-created project-based assessment Alternate Running Records Discussion Circles Turn and Talks</p>
<p>Enduring Understandings</p>	<p>Essential Questions</p>

Unit III	Unit III
<ul style="list-style-type: none"> • The social, economic and political issues that arose in Post WWII America • Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years. • The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against. 	<ul style="list-style-type: none"> • How do social, political religious and economic events of World War II lead to the Cold War? • How do scientific and technological developments of nuclear weapons affect people's lives in the United States and transform American society and the environment during the Cold War? • What impact does Civil Rights reform and revolution brought about by leaders have in both limited and extending the individual rights and freedoms of various social classes • How much influence do individuals and groups have in challenging and changing United States history and civil rights? • How did suburbs act as a force against cultural diversity? • How was social inequality change as a result of Brown vs. The Board of Education? • What role did the US Government play in resisting the Civil Rights Movement? • How do various perspectives of the Cold War and Civil Rights develop and what points of view are credible and legitimate?

<p style="text-align: center;">Sequence of Topics Unit III</p>	<p style="text-align: center;">Teacher Notes Unit III</p>
<p>1. Postwar Era: A Time of Prosperity (For Some)</p>	<ul style="list-style-type: none"> - Adjusting to peacetime - Racist treatment of African American veterans returning home - GI Bill of Rights <ul style="list-style-type: none"> - Racism results in unequal distribution - Inflation following transition of industries from making military goods to making consumer goods <ul style="list-style-type: none"> - Supply could not meet demand initially - Truman wins 1948 election over Dewey - “Fair Deal” proposals → raises minimum wage and creates low income housing - Truman does not run in 1952 → Eisenhower wins presidency <ul style="list-style-type: none"> - “Progressive Conservative” - Expanded Social Security, increased the minimum wage, and created the Department of Health, Education and Welfare - Interstate Highway Act 1956 <ul style="list-style-type: none"> - Infrastructure to aid business - Assist in evacuation in the event of nuclear attack - Destroyed many American cities <ul style="list-style-type: none"> - Disproportionate number of “African American Cities” - Rise in standard of living - Baby Boom - “White Flight” to the suburbs <ul style="list-style-type: none"> - Deteriorating inner cities - Television replaces radio - Rock n Roll <ul style="list-style-type: none"> - Clash between older and younger generation - While Elvis Presley is considered the king of rock and roll, he and artists like him owe their success to african

	<p>american artists</p> <ul style="list-style-type: none"> - Chuck Berry - Sister Rosetta Tharpe
2. Roots of the Cold War	<ul style="list-style-type: none"> - Yalta and Potsdam Conferences - Growing distrust between Soviet Union and America/Western European countries <ul style="list-style-type: none"> - Iron Curtain - Soviet Satellite Countries - Truman Doctrine - Marshall Plan - 1948 Airlift of supplies into West Berlin - Berlin Wall
3. Global Concerns of the Cold War	<ul style="list-style-type: none"> - US leads the way to form the United Nation's <ul style="list-style-type: none"> - End of American isolationism - North Atlantic Treaty Organization (NATO) and Warsaw Pact - Shocks of 1949 <ul style="list-style-type: none"> - Soviet Union exploded its own atomic bomb - Communists in China came to power under Mao Zedong → People's Republic of China <ul style="list-style-type: none"> - Chinese nationalists, America's allies in WWII, retreated to Taiwan → US viewed them as the legal Chinese government - Arms race - Brinkmanship - "Duck and Cover" - US and Soviet Union compete to influence emerging nations in Africa, the Philippines, and Indochina - France, Vietnam, and Ho Chi Minh - U.S. supports military dictators keep or gain power in several Latin American countries <ul style="list-style-type: none"> - Worried about Communism being in our backyard that we would do anything to stop it

	<ul style="list-style-type: none"> - Cuba <ul style="list-style-type: none"> - Fidel Castro - Bay of Pigs - Cuban Missile Crisis
<p>4. Korean War</p>	<ul style="list-style-type: none"> - After WWII → Korea divided at the 38th parallel <ul style="list-style-type: none"> - Soviet Union backed the Communist government in North Korea - United States backed a non-communist government in South Korea - 1950 → North Korea invades South Korea - Truman urges the UN Security Council to send military force to Korea → 16 nations send troops, but 90% of the total troops are American - Fighting continues back and forth until a stalemate is reached - General Douglas MacArthur (WWII) comes in and is able to push the North Koreans almost to the Yalu River - Chinese then help the North Koreans and are able to push the UN soldiers BACK beyond the 38th parallel - War then settled to a stalemate - Truman and MacArthur feud <ul style="list-style-type: none"> - MacArthur wants to bomb China to win, Truman doesn't want to start WWII - Demilitarized Zone
<p>5. Red Scare and McCarthyism</p>	<ul style="list-style-type: none"> - Paranoia regarding the spread of Communism → Red Scare - Alger Hiss - Rosenbergs - House of Un-American Activities Committee (HUAC) - Senator Joseph McCarthy <ul style="list-style-type: none"> - Certain political leaders take advantage of this paranoia to gain more power for themselves → McCarthyism - Blacklists

	<ul style="list-style-type: none"> - Hollywood Ten
<p>6. The Space Race</p>	<ul style="list-style-type: none"> - A competition between the United States and USSR to explore outer space with artificial satellites, to send humans into space, and to land people on the Moon. <ul style="list-style-type: none"> - Lasted from 1957 to 1975 - Sputnik, Vanguard, Explorer I - Animals in Space - Yuri Gagarin, Alan Shepard, John Glenn, Valentin Tereshkova, Aleksei Leonov - JFK states the US will land on the moon by the end of the decade - Apollo 11 Mission - The first human meeting took place between Soviet crafts' Vostok 3 and Vostok 4 , on August 12, 1962. - 1967 → Outer Space Treaty signed = no Weapons of Mass Destruction allowed in Space! - The meeting of the Apollo and Soyuz spacecraft on July 17, 1975 traditionally marks the end of the Space Race between the U.S. and the Soviet Union
<p>7. Origins and Beginning of the Modern Civil Rights Movement</p>	<ul style="list-style-type: none"> - Brown v. Board of Education Topeka <ul style="list-style-type: none"> - Chief Justice Earl Warren - Ike appointee - Argued by Thurgood Marshall(NAACP) - Struck down Plessy v. Ferguson (separate but equal clause) - Linda Brown - Southern Manifesto - Emmitt Till - Little Rock Nine - Montgomery Bus Boycott <ul style="list-style-type: none"> - Rosa Parks - MLK forms Southern Christian Leadership Conference (SCLC)

	<ul style="list-style-type: none"> - Civil Disobedience and nonviolent peaceful protest <ul style="list-style-type: none"> - Bring attention on a national scale to the violence against nonviolent black people (beaten, maimed, hosed, dogs) so that the world would shame the racism of America
8. Civil Rights Movement Grows and Resistance to Change	<ul style="list-style-type: none"> - Freedom Riders - Birmingham <ul style="list-style-type: none"> - “Letter From Birmingham Jail” - George Wallace - Medgar Evers killed - March on Washington → Gain support for the JFK’s Civil Rights Bill <ul style="list-style-type: none"> - I Have a Dream - JFK Assassination - LBJ sworn in - Civil Rights Act 1964 passes
9. Freedom Summer and the Fight for Voting Rights	<ul style="list-style-type: none"> - Freedom Summer <ul style="list-style-type: none"> - Aim to register black voters in Mississippi - 3 people murdered by the KKK - Selma <ul style="list-style-type: none"> - March for Voting Rights - LBJ signs Voting Rights Act 1965
10. Splintering of the Civil Rights Movement and Its Continuing Legacy	<ul style="list-style-type: none"> - De Facto Segregation vs De Jure Segregation - Stokely Carmichael and the Black Power Movement - Black Panthers <ul style="list-style-type: none"> - Huey Newton and Bobby Seale - practiced militant self-defense, aid black communities w/ daycare, medical clinics, free breakfast programs - Malcolm X and Nation of Islam - Fred Hampton - MLK Assassinated

	<ul style="list-style-type: none"> - Legacy of the Civil Rights Movement <ul style="list-style-type: none"> - More work to be done
11. Equality for All	<ul style="list-style-type: none"> - Feminist Movement, Native American Activism, Latino Activism, and the beginning of the LGBTQIA+ Movement
12. Lyndon Baines Johnson's Tenure as President	<ul style="list-style-type: none"> - Role in the Civil Rights Movement - Great Society
13. Origins of the Vietnam War, Gulf of Tonkin, and Escalation	<ul style="list-style-type: none"> - France and Vietnam - Vietminh - Ho Chi Minh - Domino Theory - Dien Bien Phu - Indochina - Vietnam divided into two sections: <ul style="list-style-type: none"> - Communist north led by Ho Chi Minh - Pro-Western south led by Ngo Dinh Diem <ul style="list-style-type: none"> - Diem refused to hold elections because he knew he would lose. - Now the country was headed towards civil war with the US caught in the middle - Vietcong <ul style="list-style-type: none"> - VC Tactics - Ho Chi Minh Trail - With US approval Diem was overthrown and executed by his generals on Nov 2, 1963 - Gulf of Tonkin Incident and Resolution - The US began to increase the amount of troops in 1964 - 66 - "Search and Destroy Missions" <ul style="list-style-type: none"> - Napalm - Agent Orange - The VC did not surrender despite US tactics <ul style="list-style-type: none"> - They were not going to give up their homeland easily

	<p>and they were willing to accept massive amounts of casualties</p> <ul style="list-style-type: none"> - The US also refused to invade N. Vietnam because we didn't want a full scale war with China
14. Tet, Protest and Counterculture	<ul style="list-style-type: none"> - Operation Rolling Thunder - Television War - Credibility Gap - Anti-War Movement <ul style="list-style-type: none"> - Teach-ins - Burning Draft Cards - MLK protests war - Doves and Hawks - Tet Offensive <ul style="list-style-type: none"> - Huge failure for the VC but reveals to American public that VC are not close to defeat as the US government has made it seem
15. Election of Nixon and Vietnamization	<ul style="list-style-type: none"> - LBJ does not run for reelection in 1968 - Robert Kennedy and MLK assassinated - Riots in Chicago at Democratic National Convention - My Lai Massacre - Vietnamization - Invasion of Cambodia - Kent State Shootings - Pentagon Papers - Legacy of Vietnam
Suggested Activities / Resources	
1. Postwar Era: A Time of Prosperity (For Some)	

Resources / Links:

Videos:

[The GI Bill of Rights](#)

[How highways wrecked American cities](#)

[Chuck Berry - Johnny B. Goode \(Live 1958\)](#)

[Sister Rosetta Tharpe guitar solos \(in motion picture\)](#)

2. Roots of the Cold War

Resources / Links:

[Berlin Wall Virtual Tour](#)

Make a copy to use and edit as needed:

[Using Evidence Truman Doctrine and Containment](#)

[Evaluating Sources Marshall Plan](#)

Free to make an account with the Stanford History Education Group to download materials:

[The Cold War | Stanford History Education Group](#)

3. Global Concerns of the Cold War

Resources / Links:

Make a copy to use and edit as needed:

[Evaluating Sources PSA's of the Cold War](#)

Free to make an account with the Stanford History Education Group to download materials:

[Cold War in Guatemala | Stanford History Education Group](#)

[Castro and the United States | Stanford History Education Group](#)

[Cuban Missile Crisis | Stanford History Education Group](#)

Videos

[The Biggest Hydrogen Bomb Ever Dropped Compared To Other Atomic Bombs](#)

[Can you survive nuclear fallout? - Brooke Buddemeier and Jessica S. Wieder](#)
[The history of the Cuban Missile Crisis - Matthew A. Jordan](#)

4. Korean War

Resources / Links:

Free to make an account with the Stanford History Education Group to download materials:

[The Korean War | Stanford History Education Group](#)

[Truman and MacArthur | Stanford History Education Group](#)

Videos:

[A Look Inside Korea's Demilitarized Zone | CNBC](#)

5. Red Scare and McCarthyism

Resources / Links:

Make a copy to use and edit as needed:

[Analysis McCarthyism RedScare](#)

Videos:

[History Brief: Cold War Spies](#)

[Sound Smart: The House Un-American Activities Committee | History](#)

["Have You No Sense of Decency, Sir?"](#)

6. The Space Race

Resources / Links:

Make a copy to use and edit as needed:

[Analysis Space Race](#)

Videos:

[Vanguard TV3 Rocket Launch Explosion](#)

[Apollo 11: Landing on the Moon](#)

[5 famous moon landing conspiracy theories debunked](#)

[NASA Trailblazer: Katherine Johnson | National Geographic](#)
[The new Space Race: What 2022 Holds For Space Travel](#)

7. Origins and Beginning of the Modern Civil Rights Movement

Resources / Links:

Free to make an account with the Stanford History Education Group to download materials:

[Little Rock Nine | Stanford History Education Group](#)
[Montgomery Bus Boycott | Stanford History Education Group](#)

Videos:

[Linda Brown: The Schoolgirl who Changed America](#)
[Aug. 28, 1955 - Emmett Till, Age 14, Abducted and Murdered](#)
[Eight of the surviving "Little Rock Nine" students recall milestone](#)
[The hidden life of Rosa Parks - Riché D. Richardson](#)
[The Girl Before Rosa Parks | Claudette Colvin](#)

8. Civil Rights Movement Grows and Resistance to Change

Resources / Links:

Free to make an account with the Stanford History Education Group to download materials:

[John F. Kennedy and Civil Rights | Stanford History Education Group](#)

Videos:

[Birmingham](#)
[How JFK changed the course of civil rights](#)
[History Specials: King Leads the March on Washington | History](#)
[JFK's Assassination | National Geographic](#)
[I Have a Dream speech by Martin Luther King .Jr HD \(subtitled\)](#)

9. Freedom Summer and the Fight for Voting Rights

Resources / Links:

[The State of Louisiana Literacy Test](#)

Videos:

[Remembering Freedom Summer](#)

[Selma Movie CLIP - Application \(2015\) - Oprah Winfrey, Cuba Gooding Jr. Movie HD](#)

[March from Selma to Montgomery | American Freedom Stories | Biography](#)

10. Splintering of the Civil Rights Movement and Its Continuing Legacy

Resources / Links:

Free to make an account with the Stanford History Education Group to download materials:

[NAACP Letters | Stanford History Education Group](#)

[The Black Power Movement | Stanford History Education Group](#)

Videos:

[Malcolm X, Civil Rights Leader and Black Nationalist | Biography](#)

[Black Panthers Revisited | Op-Docs | The New York Times](#)

[COINTELPRO](#)

[Martin Luther King's Last Speech: I've Been to the Mountaintop](#)

11. Equality for All: Femenist Movement, Native American Activism, Latino Activism, and the beginning of the LGBTQIA+ Movement

Resources / Links:

[Native American Activism: 1960s to Present - Zinn Education Project](#)

Free to make an account with the Stanford History Education Group to download materials:

[Women in the 1950s | Stanford History Education Group](#)

[Stonewall Riots | Stanford History Education Group](#)

12. Lyndon Baines Johnson's Tenure as President

Resources / Links:

[Great Society - HISTORY](#)

Free to make an account with the Stanford History Education Group to download materials:

[Great Society | Stanford History Education Group](#)

13. Origins of the Vietnam War, Gulf of Tonkin, and Escalation

Resources / Links:

Free to make an account with the Stanford History Education Group to download materials:

[Gulf of Tonkin Resolution | Stanford History Education Group](#)

Videos:

[Vietnamese Booby Traps | Holidays in the Danger Zone | BBC Studios](#)

[How Napalm Bombs Intensified U.S. Attacks During WWII](#)

[Agent Orange and the Vietnam War](#)

14. Tet, Protest and Counterculture

Resources / Links:

Make a copy to use and edit as needed:

[Using Evidence Vietnam War Political Cartoons](#)

[Evaluating Sources Vietnam War Protest Songs](#)

[Using Evidence African Americans respond to Vietnam](#)

[Evaluating Sources Latinos and the Vietnam War](#)

Free to make an account with the Stanford History Education Group to download materials

[Anti-Vietnam War Movement | Stanford History Education Group](#)

Videos:

[Barry McGuire Eve of Destruction](#)

[Vietnam War, 1970: CBS camera rolls as platoon comes under fire](#)

[The Kent State Shootings, Explained | History](#)

15. Election of Nixon and Vietnamization

Resources / Links:

[Nixon vs Humphrey vs Wallace](#)

Make a copy to use and edit as needed:

[DBQ Impact of Cold War](#)

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books

- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- 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 enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning

- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- 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
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit IV: Contemporary America (1968-Present)

Duration: 45 Days

Standards / Learning Targets

Focus Standards - Major Standards

Era 14. Contemporary United States: Domestic Policies (1970–Today)

- 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.CivicsCM.14.a: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
- 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.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.EconNE.14.b: Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government’s attempts to alleviate the hardships brought on by the Great Recession.
- 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.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 perspectives 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.

- 6.1.12.HistoryUP.14.a: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
- 6.1.12.HistoryCC.14.b: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.
- 6.1.12.HistoryCC.14.c: Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.
- 6.1.12.HistoryCC.14.d: Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.

Supporting & Additional Standards

- 6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
- 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.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.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.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.
- 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.

Interdisciplinary Standards

Language Arts

- SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Science

- MS-ESS1-3. Analyze and interpret data to determine scale properties of objects

Computer Science & Design Thinking

- 8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).
- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Career Readiness, Life Literacies, & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Assessments

Participation/Observations
Questioning
Running Records
Discussion Circles
Turn and Talks
Anecdotal Notes
Reading/Writing Checklist
Demonstration of Learning (Exit Slips)
Graphic Organizers/Thinking Maps
Response Logs
Reading Response
Presentations
Peer/Self Assessment
Visual Representations
Individual Whiteboards
Student/Teacher Conferencing
Rubrics
Isation Screening
Strategy Group

Benchmark Assessments

Reading Unit Assessments
Beginning of the Year District Benchmark Assessment ([link](#))
Middle of the Year District Benchmark Assessment ([link](#))
End of the Year District Benchmark Assessment ([link](#))

Summative Assessments

Final Writing Drafts

Alternate Assessments

Teacher-created project-based assessment
Alternate Running Records
Discussion Circles
Turn and Talks

<p style="text-align: center;">Enduring Understandings Unit IV</p>	<p style="text-align: center;">Essential Questions Unit IV</p>
<ul style="list-style-type: none"> ● A grass-roots conservative movement gained momentum and influenced politics from the mid-1970s through the 1980s. ● Jimmy Carter’s success in brokering a peace settlement between Egypt and Israel is marred by the 14 month Iranian hostage crisis. ● Reagan’s presidency was a mixture of conservative cultural values, military strength, scandal, and foreign policy success. ● George Bush confronted new challenges and successfully handled a major foreign crisis while failing on the domestic front. ● Domestic and foreign violence left many citizens feeling deeply apprehensive as the nation entered a new century and millenium. ● Major social and economic trends of this era include: migration to the South and West, increased ethnic diversity, long-term shift from industrial production to an information-based and service economy, and an increase in foreign imports. ● The information revolution has changed how people live. ● Short term and long term implications of the 2007 economic crisis on US capital markets and the economy 	<ul style="list-style-type: none"> ● What issues and trends helped shape a growing conservative movement in the 1970s? ● What social and economic developments most affected American life? ● What were the major achievements and failures of the Ford and Carter presidencies? ● What core beliefs most shaped Ronald Reagan’s presidency? ● What foreign and domestic issues loomed largest during the Bush administration, 1989-1993? ● What domestic policy issues, political events, and economic trends most shaped Clinton’s first year? ● How did the Clinton administration respond to political and economic developments abroad? ● Beyond security concerns, what economic and social issues did Bush address in his first term? ● What challenges faced the United States in the Middle East and elsewhere in the world after 2000? ● How did the increase in global terror change America? ● What economic challenges faced American in the 21st

generally.	century?
Sequence of Topics Unit IV	Teacher Notes Unit IV
1. Richard Nixon Presidency and Watergate	<ul style="list-style-type: none"> - Nixon's chief victories were in the arena of foreign policy, as he reopened American relations with China and relaxed tensions between the United States and the Soviet Union. - Watergate and resignation <ul style="list-style-type: none"> - In June 1972 a group of spies with ties to President Richard Nixon was caught while attempting to place listening devices in the office of the Democratic National Committee in Washington's Watergate building. - After a lengthy investigation, which Nixon attempted to undermine by refusing to turn over tapes of his conversations in the Oval Office, the House Judiciary Committee recommended that the House of Representatives impeach Nixon for obstruction of justice and abuse of power. - Rather than face impeachment, Nixon resigned in August 1974, succeeded by Vice President Gerald Ford. - Watergate, as the scandal came to be known, added to a general sense that the golden age of the postwar era in the United States had ended.
2. Stagflation and the Oil Crisis	<ul style="list-style-type: none"> - In the early 1970s, the post-World War II economic boom began to wane, due to increased international competition, the expense of the Vietnam War, and the decline of manufacturing jobs. - Unemployment rates rose, while a combination of price increases and wage stagnation led to a period of economic

	<p>doldrums known as stagflation. President Nixon tried to alleviate these problems by devaluing the dollar and declaring wage- and price-freezes.</p> <ul style="list-style-type: none"> - The crisis was compounded when oil-rich nations in the Middle East declared an embargo against the United States in retaliation for its support of Israel. The oil embargo had a lasting effect on energy prices.
3. Liberation Movements of the 1970s	<ul style="list-style-type: none"> - Late 1960s and 1970s, Native Americans, gay men, lesbians, and women organized to change discriminatory laws and pursue government support for their interests, a strategy known as identity politics. - These groups, whose aims and tactics posed a challenge to the existing state of affairs, often met with hostility from individuals, local officials, and the US government. - Identity politics describes political movements or actions intended to further the interests of a particular group, based on culture, race, ethnicity, religion, sex, gender, or sexual orientation.
4. Jimmy Carter Presidency and Crisis in the Middle East	<ul style="list-style-type: none"> - Democrat Jimmy Carter served as president of the United States from 1977 to 1981. - Carter was unable to solve most of the problems plaguing the country during his administration, including an ailing economy and a continuing energy crisis. - Although Carter brokered the historic Camp David Accords between Israel and Egypt, relations with the Middle East broke down after the Iranian Revolution in 1979. Iranian extremists seized the American embassy in Tehran and held 52 American hostages captive there for over a year.
5. Ronald Reagan Presidency: Economic, Domestic, and Foreign Policies	<ul style="list-style-type: none"> - Ronald Reagan, a conservative Republican, won the 1980 presidential election in a landslide. He won reelection in 1984 by one of the largest margins in US history.

	<ul style="list-style-type: none"> - Reagan’s campaign brought together a “New Right” coalition of economic conservatives, members of the Christian Right, working-class whites, and supporters of a more aggressive Cold War foreign policy. - War on Drugs - Reaganomics = Trickle Down Economics <ul style="list-style-type: none"> - President Reagan initially engineered large tax cuts, but as deficits grew proposed select tax increases. - Over the course of his presidency, inflation and unemployment fell, while the national debt nearly tripled. - Soviet Union = Evil Empire - “freedom fighters” in Afghanistan, Angola, Nicaragua, and elsewhere in order to effect a rollback of worldwide communist influence - 1987 Reagan and Soviet leader Mikhail Gorbachev signed the first-ever nuclear arms reduction treaty - “Tear down that wall!” - Iran-Contra Affair - Emergence of AIDS Crisis = Failure for Reagan Admin
<p>6. The Gulf War</p>	<ul style="list-style-type: none"> - August 1990, Iraq invades Kuwait in a bid to gain more control over the lucrative oil supply of the Middle East. - In response, the United States and the UN Security Council demanded that Iraqi dictator Saddam Hussein withdraw Iraqi troops from Kuwait, but Hussein refused. - Over the course of six weeks in January and February 1991, a United States-led coalition of 34 nations began an intensive bombing campaign against strategic Iraqi locations, culminating with a four-day ground campaign against Iraqi forces known as Operation Desert Storm. - At the end of February, Hussein signed a cease-fire agreement and released Kuwait. After the war, Iraq was required to

	submit to inspections to ensure it possessed no chemical or other weapons of mass destruction.
7. Bill Clinton Presidency	<ul style="list-style-type: none"> - Bill Clinton was the 42nd president of the United States. He was elected in 1992 and reelected in 1996, becoming the first Democratic president since Franklin D. Roosevelt to serve two terms in office. - The Violent Crime Control and Law Enforcement Act of 1994 → leads to mass incarceration - Clinton came to the White House with an ambitious domestic policy agenda centered on economic growth and immediately took steps to reduce the federal budget deficit. - Clinton's second term was marred by scandal, as he was impeached for lying to Congress and the American people about an extramarital affair with White House intern Monica Lewinsky. - Despite the Lewinsky affair, Clinton left the White House with the highest approval rating of any US president in the post-World War II era.
8. Globalization	<ul style="list-style-type: none"> - Globalization = process by which technological, economic, political, and cultural exchanges make the world a more interconnected and interdependent place. - Although the phenomenon of globalization is not new, political, economic, and technological developments in the 1990s accelerated the processes of globalization and contributed to the emergence of a public debate about its advantages and disadvantages. - Green Revolution - The effects of globalization have been uneven, with some people, industries, and countries benefiting more than others.
9. Election of 2000, GW Bush Presidency, September 11th and the War on Terror	<ul style="list-style-type: none"> - The 2000 presidential election pitted Republican George W. Bush against Democrat Al Gore.

	<ul style="list-style-type: none"> - Initial election returns showed that Gore had won the popular vote, but neither candidate had garnered the 270 electoral votes required to win the presidency. - The election hinged on results from the state of Florida, where the vote was so close as to mandate a recount. - The outcome of the election was ultimately decided by the US Supreme Court in Bush v. Gore. The court, in a 5-4 vote, ruled in favor of Bush. - The September 11, 2001 terrorist attack led President Bush to reframe American foreign policy as a War on Terror, and to fight two wars in the Middle East. <ul style="list-style-type: none"> - Iraq→ Weapons of Mass Destruction? - Afghanistan - A housing market crash led to a severe economic downturn in President Bush’s final years in office.
10. The Great Recession	<ul style="list-style-type: none"> - The Great Recession of 2007-2009 was the worst global economic crisis since the Great Depression in the 1930s. - The recession resulted from a combination of tax cuts, spending increases, and the devastating effects of a banking crisis in the subprime mortgage market. - The recession contributed to rising income inequality and prompted a debate about the role of the federal government in regulating private industry.
11. Barack Obama Presidency	<ul style="list-style-type: none"> - Barack Obama was the 44th president of the United States and the first African American president in US history. He was elected in 2008 and served two terms. - Obama came into office during the worst economic crisis since the Great Depression and authorized a massive economic stimulus package that mitigated the worst effects of the crisis but substantially increased the federal debt and the federal budget deficit. - Though Obama’s presidential campaign was highly critical of

	<p>the George W. Bush administration’s conduct in the War on Terror, once in office he pursued a similar approach to global terrorism.</p> <ul style="list-style-type: none"> - Affordable Care Act/“Obamacare”
12. The United States today	
Suggested Activities / Resources	
<p>1. Richard Nixon Presidency and Watergate</p> <p>Resources / Links:</p> <p>Videos: Watergate - The Scandal that Took down the President</p> <hr/> <p>2. Stagflation and the Oil Crisis</p> <p>Resources / Links:</p> <p>Videos: 50 years of US-China Ping Pong Diplomacy I Spolitix I E3 Stagflation Explained in One Minute How the Israeli-Palestinian Conflict Began History Munich Massacre - 1972 Today In History 5 Sept 17</p> <hr/> <p>3. Liberation Movements of the 1970s</p> <p>Resources / Links:</p> <p>Videos:</p>	

[Norman Borlaug & The Green Revolution](#)

4. Jimmy Carter Presidency and Crisis in the Middle East

Resources / Links:

Videos:

[What Was the Iran Hostage Crisis? | History](#)

5. Ronald Reagan Presidency: Economic, Domestic, and Foreign Policies

Resources / Links:

Free to make an account with the Stanford History Education Group to download materials:

[Reaganomics SAC | Stanford History Education Group](#)

[Iran-Contra Affair | Stanford History Education Group](#)

[AIDS Crisis | Stanford History Education Group](#)

6. The Gulf War

Resources / Links:

Videos:

7. Bill Clinton Presidency

Resources / Links:

Videos:

8. Globalization

Resources / Links:

Make a copy to use and edit as needed:

[What is globalization? What can a t-shirt reveal about it?](#)

[Why has there been an increase in globalization in the 20th and 21st centuries?](#)

[Do the economic benefits of globalization outweigh the costs?](#)

[Do the social and cultural benefits of globalization outweigh the costs?](#)

[What was the Green Revolution? What effect has it had? What lessons can we learn from it to address global needs in the 21st century?](#)

[Has globalization made the world safer?](#)

9. Election of 2000, GW Bush Presidency, September 11th and the War on Terror

Resources / Links:

Free to make an account with the Stanford History Education Group to download materials:

[Iraq Resolution | Stanford History Education Group](#)

[Hurricane Katrina | Stanford History Education Group](#)

10. The Great Recession

Resources / Links:

Videos:

11. Barack Obama Presidency

Resources / Links:

Videos:

12. The United States today

Resources / Links:

Suggested Options for Differentiation

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning

- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- 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 enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- 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
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists

- One on one conferencing
- Istation computerized intervention program

Teacher Notes: