Board Approval Date: August 23, 2022
Course Title: US History II HONORS
Course Description: This course explores the time period in US history from the Progressive Era through the present day. Accompanying the in-depth coverage are additional readings, primary sources and reports.

Course Sequence & Pacing			
Estimated Number of Blocks	**Marking Period 1**	**Estimated Number of Blocks**	**Marking Period 3**
12	**Unit 1 - The Emergence of Modern America: Progressive Reforms & Imperialism - (1898 - 1914)** Progressive Presidents - Foreign Policy Progressive Reforms Women's Rights Natural Resources US Economy in the Early 1900's Labor Unions Imperialism Nationalism Industrialism Militarism	15	**Unit 7 - Postwar United States: Cold War (1945 to early 1970s)** The Space Race Agricultural Innovations Economic Expansion after World War II Constitutional War Powers during the Korean War, Cuban Missile Crisis, Vietnam War Independence Movements in Africa, Asia, Latin America and the Middle East Foreign Policy - Containment McCarthyism Arms Race & Nuclear Weapons

10	**Unit 2 - The Emergence of Modern America: World War I (1890–1930)** Individual Rights During Wartime Minorities in the Workforce Woodrow Wilson Propaganda & the Media Neutrality Treaty of Versailles League of Nations Rise of Authoritarian Regimes	15	**Unit 8 - Postwar United States: Civil Rights and Social Change (1945 to early 1970s)** New Jersey Constitution of 1947 *Hedgepeth and Williams v. Trenton Board of Education* Desegregation of the US Military (1948) Civil Rights Act Voting Rights Act Equal Rights Amendment Title VII Title IX Affirmative Action *Brown v. Board of Education* *Roe v. Wade* Suburbanization Montgomery Bus Boycott Martin Luther King Malcolm X Impact of Television on the Civil Rights Movement Feminism Movement American Indian Movement La Raza
8	**Unit 3 - The Emergence of Modern America: Roaring Twenties (1890–1930)** Immigration Laws Individual Rights Consumer Economy Role of Women Great Migration Harlem Renaissance		

Estimated Number of Blocks	Marking Period 2	Estimated Number of Blocks	Marking Period 4
8	**Unit 4 - The Great Depression and World War II: The Great Depression (1929–1945)** Dust Bowl Stock Market Crash of 1929 Market Economy Private Enterprise Federal Reserve System Taxes Interest Rates Impact of the Great Depression on Minority Groups	15	**Unit 9 - Contemporary United States: Domestic Policies (1970–Today)** Arab-Israelei Conflict Environmental Movements: Climate Change Immigration & Migration Election process Checks and Balances in Contemporary Times USSC decisions since 1970 Health Care The US Economy Great Recession Eminent Domain in New Jersey Contemporary American Culture George HW Bush's Iraq policy vs. George W. Bush Contributions of Minorities 9/11 Election of 2020
8	**Unit 5 - The Great Depression and World War II: New Deal (1929–1945)** New Deal Programs Franklin D. Roosevelt Elenor Roosebelt Mary McLeod Bethune Frances Perkins Nationalism & Minority Groups FDIC, NLRB Social Security Expanded Role of Government	7	**Unit 10 -Contemporary U.S.: International Policies (1970–Today)** Fall of Communism in Eastern Europe International Diplomacy Impact of the Arms Race Universal Declaration of Human Rights United Nations Sustainability Goals International Conflicts in the Middle East

14	**Unit 6 - The Great Depression and World War II: World War II (1929–1945)** International Agreements- League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact American Foreign Policy Japanese Internment Holocaust Arms Race & Nuclear Weapons Scientific Advancements NJ Contributions to WWII - Seabrook Farms, Battleship New Jersey, Albert Einstein Economic Shift from Wartime Goods to Consumer Products Nationalism & Minority Groups during WWII United Nations Universal Declaration of Human Rights	8	**Unit 11 -Contemporary United States: Interconnected Global Society (1970–Today)** The US & World Economy International Trade The Global Workforce Economic, Political & Social Impact of New Technologies Conflict Over Natural Resources Ethical Issues in Science, Privacy, Medicine & Business Education Systems Around the World Media Outlets Current Events in the News Today

Stage 1 Desired Results

Unit Title # 1 : The Emergence of Modern America: Progressive Reforms & Imperialism (1898 - 1914)

Unit Summary: America's emergence as a world power occurs after it departs from isolationism into imperialism and participates in World War I.

Unit Learning Targets

NJSLS Standards:

6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplaces

6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.

6.1.12.GeoGM.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individual

6.1.12.HistoryCC.6.c: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.

6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).

6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.

6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking *(CS & DT)*:

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Climate Change: 6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.

- Progessive President, Theodore Rooselvelt, is known as "the conservation president."

Unit Essential Questions:	**Unit Enduring Understandings:**
1. Were the Progressive reforms effective? 2. Are women seen as equals in the United States? 3. Does the US protect its natural resources? 4. What role did geography play in gaining access to natural resources? 5. How did nationalism and competition between industrial nations lead to conflict? 6. How has US Foreign Policy changed since the birth of the nation to today?	1. The Progressives fought to prevent unfair business practices, break up monopolies, political corruption and equality. 2. Women worked in the factories, promoted political change, fought injustices in the workplace and in politics. 3. The Progressives made great strides in efforts to conserve our natural resources and created the National Park System. 4. The United States began to look beyond its borders for natural resources. 5. International trade and the industrial revolution in America promoted policies that resulted in America emerging as a world power. 6. The United States adopted the foreign policy of Isolationism for most of its early history until the late 1800's when the US became an imperialist nation. Since the late 1800's the US has switched back and forth from Isolation to Imperialism.
Students will know: 1. The reforms the progressive presidents put into place to protect workers, women, and business. 2. The US reasons for imperializing nations differed than the rest of the world because we had many of our own natural resources and raw materials. 3. The country was split politically on their views on whether or not the USA should expand their borders to other smaller nations and colonies around the world. 4. Discuss how the country changed from isolationists to becoming involved in the war and how our factories changed from peacetime to wartime to prepare in the fight for democracy.	**Students will be able to:** 1. Understand the reasons behind the needed change during the Progressive Era. 2. Evaluate historical change in American foreign policy perspectives 3. Illustrate arguments for and against expansionism 4. Classify foreign policies of Presidents: Big Stick, Dollar Diplomacy, Watchful Waiting (moral diplomacy)

Stage 2 Assessment Evidence

Summative Assessments:

- Imperialism Assessment - Honors
- Progressive Era Assessment - Honors
- DBQ *The Rise of the US as a World Power*

Formative Assessments:

- **Writing Prompts (5)**
- CHIPPO Primary Sources
- Imperialism Quiz
- Muckraking Reading Quiz
- Progressive Quiz

Common Benchmark Assessments:

ERA 6 Common Assessment

Alternative Assessments:

- Google Form Quiz
- Writing Assignment: Do you believe America was justified for imperializing all of the countries that it did during the early 1900s? Did this support or go against our idea of the land of the free and the home of the brave?

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)* ****Differentiated for HONORS***	***Timeframe*** *(Days or Weeks)*

6.1.12.CivicsDP.6.a
6.1.12.CivicsPR.6.a
6.1.12.HistoryCC.6.d
	Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplaces
	
	Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
	
	Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).
		• CHIPPO (Content, Historical Context, Intended Audience, Point of View, Purpose, Outside Information) primary sources and put the presidents into a chart classifying the changes they made and how they improved society.
		• *Research reform movements made by women during this time period.*
		• Interactive Gallery - The Triangle Shirtwaist Factory Fire
		• CHIPPO Primary Source - How the Other Half Lives
		• CHIPPO Primary Source - Progressive Drive Reforms
		• Discuss John Henry Mackay
		• *Interactive Gallery- Key Figures in the Women's Rights Movement*
		• *CHIPPO Primary Source - Women Gain Rights*
		• Article: *"Workers" and "Meat" From The Jungle*
		  ○ Compare and Contrast the way the author describes workers and the meat. What similarities are there? What differences? Use examples from the text to support your answer.
		• Article: *The Muckrakers of the Progressive Era*
		  ○ How did the muckrakers use the written word to
			3 blocks

		foment change? ● Stanford Edu History Read Like a Historian Assessments with Notes: Background on Women's Suffrage ● Stanford Edu History Read Like a Historian Assessments with Notes: Booker T Washington and W.E.B. DuBois	
6.1.12.GeoHE.6.a 6.1.12.CivicsPR.6.a 6.1.12.HistoryCA.6.a	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion. Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice. Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.	● Analyze several different muckrakers' writings during this time period showing the different problems within society. *(child labor, unsanitary working conditions, crowded tenements, racism, etc.)* ● Create a chart identifying the different monopolies and white males who controlled the country at the time. Businessmen had more power than the actual government. ● Research how unions have changed over the years. ● Interactive Gallery - National Land Conservation ● CHIPPO Primary Source - Reformers in the White House ● Article: *100 years of Women's Suffrage to Equal Pay* ○ How are the challenges women faced in the past similar to and different from the challenges women still face today, and what can we learn	3 blocks

		from the leaders of this first women's rights movement? • Stanford Edu History Read Like a Histoian Assessments with Notes: Child Labor • Stanford Edu History Read Like a Historian Assessments with Notes: Jacob Riis	
6.1.12.GeoGM.6.a 6.1.12.EconNE.6.a 9.4.12.CI.1	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade. Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individual Demonstrate the ability to reflect, analyze, and use creative skills and ideas	• Analyze maps of the world and see why the location of the countries impacted where they wanted to imperialize. • CHIPPO the letters on the acquisition of Hawaii. • Create a thesis statement and develop a DBQ written response on *whether the US was justified in taking Hawaii.* • Complete a PECS (Politics, Economy, Culture, Social) Chart of the time period. • Stanford Edu History Read Like a Historian Assessments with Notes: *Annexation of Hawaii*	3 blocks
6.2.12.HistoryCC.4.a 9.4.12.CI.1	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I. Demonstrate the ability to reflect, analyze, and use creative skills and ideas	• DBQ: The Rise of the US as a World Power • CHIPPO primary sources and political cartoons to understand how the media persuaded the American public. • Stanford Edu History Beyond the Bubble Assessments: Connections to *Philippine-American War* Assessment:	1 block

		Photo Analysis ● Stanford Edu History Beyond the Bubble Assessments: Opposition to *Philippine-American War*: Document Analysis ● Stanford Edu History Beyond the Bubble Assessments: Explosion of the USS Maine	
6.2.12.HistoryCC.4.a 6.1.12.GeoGM.6.a 9.4.12.CT.2	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.	● Using prior knowledge from previous blocks students will explain how the US was able to acquire the Philippines. ● Analyze John Hay's Open Door Notes and explain why certain parts of the country did not agree with it. ● Analyze maps and identify the reasons for the building of the Panama canal. ● Review documents and excerpts on how each president handled the foreign problems and create a chart to organize the information. ● Stanford Edu History Read Like a Historian Assessments with Notes: The Spanish American War	2 blocks

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
US History Interactive ● **Topic 11: America Comes of Age** ○ Lesson 1: Progressives Drive Reform ○ Lesson 2: Women Gain Rights	Scaffolded texts and ELL texts online

○ Lesson 3: Striving for Equality ○ Lesson 4: Reformers in the White House ○ Lesson 5: American Influence Grows ○ Lesson 6: The Spanish-American War ○ Lesson 7: The US Emerges as a World Power	
Articles: *DBQ: The Rise of the US as a World Power* Article: *"Workers" and "Meat" From The Jungle* Article: *The Muckrakers of the Progressive Era* Article: *100 years of Women's Suffrage to Equal Pay* *Why The Chinese Should Be Excluded* *The Age of Imperialism* *Excerpt: How the Other Half Lives* *Stanford Edu History Read Like a Historian Assessments with Notes:* *The Spanish American War, Annexation of Hawaii, Child labor, Jacob Riis, BT Washington and WEB DuBois, Background on Women's Suffrage* *Stanford Edu History Beyond the Bubble Assessments: Opposition to, Connections to the Philippine-American War, Explosion of the USS Maine.*	Scaffolded online texts with text tools and features.
Khan Academy	Extended learning for gifted and talented students

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: ***Specific examples applied to the unit***

- Use of visual and multisensory formats
    - Online textbook and google classroom
- Use of assisted technology
    - Online textbook and google classroom
- Use of prompts
    - Discuss how countries have continued to imperialism over the years. Use present day examples of countries to make it more relevant.
    - **How are the challenges women faced in the past similar to and different from the challenges women still face today, and what can we learn from the leaders of this first women's rights movement?**
    - **How did the muckrakers use the written word to foment change?**
    - **How did the muckrakers use the written word to foment change?**
    - **Compare and Contrast the way the author describes workers and the meat. What similarities are there? What differences? Use examples from the text to support your answer.**
- Modification of content and student products
    - Imperialism Test Common Assessment
    - Imperialism Quiz
    - Panama Canal Writing Prompt
- Testing accommodations
    - Common Assessment, extended time
- Authentic assessments
    - Writing Prompt

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
    - Additional resources provided. Khan Academy
- Inquiry-based instruction
    - Imperialism political cartoons
- Independent study
    - Additional resources provided. Khan Academy
- Higher-order thinking skills
    - How can you apply your knowledge of this time period to present day issues
- Interest-based content

    - Understanding territorial problems and claims in the past and the world today
- Student-driven instruction
    - Working within pairs and relating the content to present day issues
- Real-world problems and scenarios
    - Discuss the transfer and takeover of lands in the Middle East and rest of the world

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
    - Imperialism
    - Territorial problems
    - Analyzing political cartoons
- Visual learning, including graphic organizers
    - Imperialism political cartoons
    - Maps of the globe and specific countries imperializing
- Teacher modeling
    - Analyzing political cartoons properly
    - Writing using documents
- Pairing students with beginning English language skills with students who have more advanced English language skills
    - Google translate
- Scaffolding
    - Textbook online
- Sentence frames
    - Panama Canal Writing Prompt
    - **Muckrakers Writing prompt**
    - **Women's suffrage writing prompt**
    - **DBQ: The Rise of the US as a World Power**
    - ***The Jungle* Writing Prompt**
- Think-pair-share
    - Think individually 2 minutes, pair with neighbor for 2 minutes, share as a class
- Cooperative learning groups
    - Peer editing and review - written responses to political cartoons and writing prompt

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
    - *Chapter 11* America Comes of Age Notes
- Introduce key vocabulary before lesson
    - *Vocabulary list from US History Interactive*
- Work in a small group
    - *Differentiated learning*
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
    - Lesson 1: Progressives Drive Reform
    - Lesson 2: Women Gain Rights
    - Lesson 3: Striving for Equality
    - Lesson 4: Reformers in the White House
    - Lesson 5: American Influence Grows
    - Lesson 6: The Spanish-American War
    - Lesson 7: The US Emerges as a World Power
- Leveled texts according to ability
    - *Brisk Learning*

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

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

Stage 1 Desired Results

Unit Title # 2: The Emergence of Modern America: World War I (1890–1930)

Unit Summary: United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.

Unit Learning Targets

NJSLS Standards:

6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).

6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.

6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.

6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.

6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.

6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking *(CS & DT)***:**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints..

Interdisciplinary Connections

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Unit Essential Questions:	**Unit Enduring Understandings:**
1. What was the impact of the Espionage Act and the Sedition Amendment? 2. How did women and African Americans contribute to America's fight in WWI? 3. Was Woodrow Wilson an effective leader of our country during and after WWI? 4. How does propaganda and the media influence public opinion on the foreign policy throughout wars that the US is involved in? 5. Why did the US want to remain neutral in the beginning stages of WWI and what events led America to finally enter the war? 6. How do different countries differ in views on the Treaty of Versailles and the League of Nations?	1. Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment). 2. Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I. 3. Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.

7. How has America changed their government response to the rise of authoritarian regimes over the years throughout different wars?	4. Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country. 5. Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war. 6. Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries. 7. Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).
Students will know: 1. How the United States changed from isolationists to actively involved in the war. 2. The country was split on the idea of expansionism and potentially getting involved in a world war. 3. Individual rights under the Espionage and Sedition Acts 4. Woodrow Wilson ran for president as an Isolationist, but then decided to enter WWI. 5. Propaganda was used to influence public opinion. 6. Similarities and differences between Wilson's 14 Points, the League of Nations and the Treaty of Versailles. 7. How America changed from peacetime factories to wartime factories to prepare for their entry into the war and to support the Allied powers. 8. The authoritative government's power that led to WWI.	**Students will be able to:** 1. Evaluate historical change in American foreign policy perspectives. 2. Illustrate arguments for and against expansionism. 3. Determine if the Espionage and Sedition Acts violated individual rights. 4. Analyze Wilson's proclamation to enter the war vs the argument to remain isolationist. 5. Compare WWI propaganda to the media today. 6. Evaluate 14 points, League of Nations, Treaty of Versailles. 7. Describe the American homefront during WWI. 8. Compare Wilson's response to WII to modern authoritative governments in North Korea, Venezuela, Syria, China and Iran.

Stage 2 Assessment Evidence

Summative Assessments:
WWI Assessment- Honors

DBQ: World War I
DBQ: The Rise of Totalitarianism Post WWI

Formative Assessments:
CHIPPO Primary Sources
Woodrow Wilson Debate
Writing Prompts
Radio Broadcast WWI Propaganda

Common Benchmark Assessments:
ERA 7 Common Assessment

Alternative Assessments:
Writing Prompt - Compare and contrast modern authoritative regimes in North Korea, Venezuela, Syria, China, Iran

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
6.1.12.CivicsDP.7.a	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).	• Determine and discuss if the Espionage Act and Sedition Act violated individual rights • Complete a PECS (Politics, Economy, Culture, Social) Chart of the time period. • Stanford Edu History Read Like a Historian Assessments with Notes: Sedition in WWI	1 block
6.1.12.EconNM.7.a:	Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.	• *Describe the "push" & "pull" factors that caused African Americans and women to enter the workforce.* • Stanford Edu History Read Like a Historian Assessments	1 block

		with Notes: Photos of African Americans in WWI.	
6.1.12.HistoryUP.7.a 9.4.12.CI.1	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.	• Students work in teams to examine different perspectives on this issue by analyzing several sources, arguing both sides of a Yes/No question, then developing and discussing their own point of view on the question. Should the United States have joined the League of Nations? • Quest Inquiry Civic Discussion - The League of Nations • DBQ: World War I ○ Were the terms of the Treaty of Versailles justified? • Stanford Edu History Beyond the Bubble Assessments: League of Nations	1 block
6.1.12.HistoryCA.7.b 9.4.12.CI.1	Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.	• Students will CHIPPO two primary sources that debate staying isolated vs. reasons to enter WWI • CHIPPO Primary Source - America Enters WWI • Stanford Edu History Read Like a Historian Assessments with Notes: U.S. Enters WWI	1 block
6.1.12.HistoryCC.7.a	Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.	• Research Woodrow Wilson's effectiveness. Have students research, take a side and hold a debate. • Article: *World War I: What We've Learned From The War To End All Wars* ○ What are the enduring lessons of World War I? • Stanford Edu History Beyond the Bubble Assessments: Debate over the League of Nations	1 block
6.1.12.HistoryCA.7.b	Analyze the reasons for the policy of neutrality regarding World War I and explain	• Read primary and secondary sources on British and German actions in terms of submarine warfare.	1 block

6.1.12.HistoryCC.7.a 6.1.12.HistoryCA.7.a RH.11-12.1.	why the United States eventually entered the war. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.	• War of attrition, sinking of the Lusitania (Wilson's reaction), unrestricted submarine warfare, Sussex Pledge, National Defense Act, Zimmerman Telegram, Selective Service Act, Espionage Act, Bolshevik Revolution • Stanford Edu History Read Like a Historian Assessments with Notes: U.S. Enters WWI • Stanford Edu History Beyond the Bubble Assessment:WWI Advertising	
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• Evaluate how effectively the USA prepared for WWI by CHIPPO primary sources and secondary sources.	1 block
6.1.12.HistoryCA.7.a RH.11-12.6 RH.11-12.1.	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	• Analyze propaganda for and against US Neutrality. • Analyze political cartoons and identify the target audience, symbolism used, effectiveness of the cartoon. • Students will produce a radio broadcast based on WWI propaganda. • Stanford Edu History Beyond the Bubble Assessments:WWI Advertising	1 block
6.1.12.HistoryCA.7.c NJSLSA.W4	Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).	• DBQ: The Rise of Totalitarianism Post WWI • Compare Thai response to the rise of modern authoritative regimes in North Korea, Venezuela, Syria, China, and/or Iran.	2 blocks

	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
US History Interactive ● **Topic 12: WWI & The 1920's** ○ Lesson 1: America Enters WWI ○ Lesson 2: The Homefront During the War ○ Lesson 3: The End of WWI	Scaffolded texts and ELL texts online
Articles: DBQ: World War I DBQ: The Rise of Totalitarianism Post WWI Article: *World War I: What We've Learned From The War To End All Wars* President Wilson's 14 Points *America in the First World War* *World Politics Explainer - The First World War* *Women at Work During World War I*	Scaffolded online texts with text tools and features.
Stanford Edu History ● *Beyond the Bubble Assessments:* ● *Read Like a Historian Assessments with Notes:*	
Khan Academy	Extended learning for gifted and talented students

Accommodations and Modifications: Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
  - Google classroom, gallery walk
- Use of assisted technology
  - Online textbook and google classroom
- Use of prompts
  - Writing prompts modified
    - **Were the terms of the Treaty of Versailles justified?**
    - **What are the enduring lessons of World War I?**
- Modification of content and student products
  - Checkpoints and modified assignments
  - WWI Quiz
  - WWI Common Assessment
  - Era 7 Common Assessment
- Testing accommodations
  - Modifications and study guides completed

Specific Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
  - Additional resources and articles on Khan Academy and Articles
- Inquiry-based instruction
  - WWI propaganda posters and political cartoons
- Independent study
  - Additional resources and articles on Khan Academy and Articles.
- Higher-order thinking skills
  - DBQs
- Interest-based content
  - Additional resources and articles on Khan Academy and Articles.
- Student-driven instruction
  - Students create rubric
- Real-world problems and scenarios
  - Relate WWI global issues to issues that we have today with other nations.

Specific Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
    - Google translate
- Visual learning, including graphic organizers
    - maps of WWI
    - political cartoons
- Teacher modeling
    - Writing examples
- Pairing students with beginning English language skills with students who have more advanced English language skills
    - Google translate
- Scaffolding
    - Textbook online
- Think-pair-share
    - Think individually 2 minutes, pair with neighbor for 2 minutes, share as a class
- Cooperative learning groups
    - Peer editing and review - written responses to political cartoons and writing prompt

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
    - *Chapter* 12: WWI & The 1920's Notes
    - Introduce key vocabulary before lesson
    - *Vocabulary list from US History Interactive*
- Work in a small group
    - *Differentiated learning*
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
    - Lesson 1: America Enters WWI
    - Lesson 2: The Homefront During the War
    - Lesson 3: The End of WWI
- Leveled texts according to ability
    - *Brisk Learning*

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

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

Stage 1 Desired Results
Unit Title # 3: The Emergence of Modern America: Roaring Twenties (1890–1930)
Unit Summary: The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.
Unit Learning Targets
NJSLS Standards: 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.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.EconNM.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.History CC.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.

6.2.12.HistoryCC.4.f: Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking ***(****CS & DT****)*****:**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections

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RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

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A. Use parallel structure.

B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

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B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
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A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
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B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

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SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Amistad:

6.1.12.EconNM.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.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.

Unit Essential Questions:

1. How has social intolerance, xenophobia and fear of anarchism lead to violation of human rights, especially immigrants?
2. How have social, cultural and technological changes changed the role of women in a consumer economy?
3. What are the push-pull factors that ultimately led to the Great Migration?
4. What issues and events led to the Great Migration and an increase in violence?
5. How did US prosperity impact the government policies on both businesses and the consumer?
6. What kind of impact did the artists, writers and musicians of the Harlem Renaissance have on American culture?
7. How did the role of women change in the western world but remain the same in the eastern world?

Unit Enduring Understandings:

1. 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.
2. 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.
3. Analyze the push-pull factors that led to the Great Migration.
4. 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.
5. 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. Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
7. Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and

	explore the reasons why this transformation did not occur outside of the western world.
Students will know: 1. Culture is developed from various perspectives. When cultures emerge, conflict and competition may occur. 2. The 1920s is characterized as a time of social, economic, technological, and political change. 3. As well as a time of emerging isolationism, racial and social tensions, and economic problems.	**Students will be able to:** 1. Analyze immigration charts from 1900 - 1920s. Discuss how conflict and competition occurs when different cultures interact with each other. 2. Create a research based project displaying their mastery of knowledge on the social, economic, technological and political changes in the 1920s. 3. Compete against each other in an escape room activity by reading primary sources from the Harlem Renaissance and use their problem solving skills.

Stage 2 Assessment Evidence
Summative Assessments: ● **The Roaring 1920's Assessment - Honors** ● **DBQ: 1920's in America**
Formative Assessments: ● **Writing Prompts** ● CHIPPO Primary Sources ● Interactive Illustration: Ford's Innovation: The Assembly Line ● Interactive Gallery - Standard of Living in the 1920s ● Interactive Cartoon - Teapot Dome Scandal ● Interactive Maps of African Americans during the 1920s
Common Benchmark Assessments: ● ERA 8 Common Assessment
Alternative Assessments: ● Savvas Realize Digital Quiz and Class Discussion Board

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
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.	• Read Postwar Issues • Read the Impact of Henry Ford and the Automobile • Interactive Illustration: Ford's Innovation: The Assembly Line • Read Economic Growth in the 1920s • Read Urban, Suburban and Rural Areas • Interactive Gallery - Standard of Living in the 1920s • *Stanford Edu History Beyond the Bubble Assessments: History of Women*	1 block
6.1.12.History CC.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.	• *Project Imagine: Enjoy the Roaring 20s* • Students take on the role of a recent college graduate from a small town. The young man has a job in the family store, but he's attracted to life in the big city, with all the amusements and new products it has to offer. In this role, students are led through a series of five decisions they must make in order to fully, but responsibly, enjoy the 1920s culture. • Family story or city job? What will you do on the weekends? How will you spend your money? Use credit or savings? Where to go? • Each option includes a wide variety of primary sources, including film-clips, advertisements, photographs and news articles. • Students will learn how Americans responded to the growing consumer culture and the exciting new opportunities available in 1920. • Digital Start Up Activity: What is Normal	3 blocks

		• Investigate and Read - The Harding Administration • Interactive Cartoon - Teapot Dome Scandal • Read Economic Prosperity Under Coolidge • Read America's Place in a Changed World • Synthesize: US Domestic and Foreign Policy of the 1920s • Digital Quiz and Class Discussion Board, • Complete a PECS (Politics, Economy, Culture, Social) Chart of the time period. • DBQ: *1920's in America* ○ Were the cultural changes of the 1920s positive or negative? • Stanford Edu History Read Like a Historian Assessments with Notes: Scopes Trial	
6.1.12.EconNM.8.a 6.1.12.HistoryCC.8.a	Analyze the push-pull factors that led to the Great Migration. 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.	• Students will explore a set of interactive maps about African American life during the 1920s. *They witness the great Migration, the Harlem Renaissance, the prejudice and violence that African Americans faced, and how African Americans resisted that mistreatment.* • *African Americans who moved north during the Great Migration.* • *African Americans who faced racial prejudice* • *African American entertainers, authors, artists, athletes, politicians, and rights advocates.* • Article: *How It Feels to Be Colored Me (1928)* ○ How does the narrator's racial background shape her identity? • Stanford Edu History Read Like a Historian Assessments with Notes: *The Great Migration*	1 block

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.	• Digital Start up Activity: An Unsettled Society - reading, writing, and arithmetic
		• Students will choose to read one of the following and then participate in a jigsaw activity
		  ○ Americans Debate New Ideas and Values
		  ○ The Red Scare
		  ○ Immigration in the 1920s
		  ○ *The Ku Klux Klan in the Early 1900s*
		  ○ Prohibition Divides Americans
		• Interactive Timeline – *Anti-Immigration Sentiment in the 1920s*
		• Interactive Gallery - the Prohibition Era
		• Stanford Edu History Beyond the Bubble Assessments: KKK Parade
		• Stanford Edu History Read Like a Historian Assessments with Notes:Sacco and Vanzetti
		• Stanford Edu History Read Like a Historian Assessments with Notes: Chicago Race Riots
		• Stanford Edu History Read Like a Historian Assessments with Notes: Prohibition
			1 block

6.1.12.History CC.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.	• Project Imagine - Should prohibition be repealed?
		  ○ Congress is considering proposing a constitutional amendment to repeal Prohibition.
		  ■ Review the different arguments about the success or failure of Prohibition then…
		  ■ Write a letter urging your representative to support or repeal.
		• Complete a PECS (Politics, Economy, Culture, Social) Chart of the time period.
			1 block

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.	• *Read The Harlem Renaissance* • *Interactive Timeline: African American Achievers of the 1920's* • *Interactive gallery: Key Figures of the Harlem Renaissance* • *CHIPPO Primary Sources - Two Poems by Langston Hughes* • *Project Imagine - Explore African American Life* • Stanford Edu History Beyond the Bubble Assessments: Tulsa Massacre	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
US History Interactive • **Topic 12: WWI & The 1920's** ○ Lesson 4: The Postwar Economy Booms ○ Lesson5: Government in the 1920's ○ Lesson 6: An Unsettled Society ○ Lesson 7: The Roaring Twenties ○ Lesson 8: The Harlem Renaissance	Scaffolded texts and ELL texts online
Articles: • DBQ: *1920's in America* • Article: *How It Feels to Be Colored Me (1928)* • *The Roaring Twenties: An overview* • *Domestic and international politics of the 1920s* • *The New Negro* • *Rebirth of the KKK*	Scaffolded online texts with text tools and features.
Stanford Edu History • *Beyond the Bubble Assessments: Tulsa Massacre, KKK Parade,*	

History of Women's Rights ● *Read Like a Historian Assessments with Notes: The Great Migration, Sacco and Vanzetti, Chicago Race Riots, Scopes Trial, Prohibition*	
Khan Academy	Extended learning for gifted and talented students

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
  - Savvas Realize Textbook
- Use of assisted technology
  - Articles: Reading
    - **DBQ: *1920's in America***
    - **Article: *How It Feels to Be Colored Me (1928)***
  - Stanford Edu History
- Use of prompts
  - Project Imagine
  - **How does the narrator's racial background shape her identity?**
  - **Were the cultural changes of the 1920s positive or negative?**
- Modification of content and student products
  - Checklists
  - Extended time
- Testing accommodations
  - Extended time
  - Test corrections
- Authentic assessments
  - Project Imagine

- *Stanford Edu History*

Specific Strategies and Practices that Support Gifted & Talented Students:

- Inquiry-based instruction
  - Compare/contrast societal problems in the 1920s to societal problems in 2020.
- Independent study
  - Researching
- Higher-order thinking skills
  - Interactive illustration
- Student-driven instruction
  - Graffiti concepts
- Real-world problems and scenarios
  - Project Imagine

Specific Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
  - KKK
  - Stock Market
- Visual learning, including graphic organizers
  - Savvas textbook
- Teacher modeling
  - sample writing
- Pairing students with beginning English language skills with students who have more advanced English language skills
  - Google translate
- Scaffolding
  - Articles:
    - **DBQ:** ***1920's in America***
    - **Article:** ***How It Feels to Be Colored Me (1928)***
- Think-pair-share
  - Think individually 2 minutes, pair with neighbor for 2 minutes, share as a class
- Cooperative learning groups
  - Peer editing and review - written responses to political cartoons and writing prompt

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
    - *Chapter* 12: WWI & The 1920's Notes
    - Introduce key vocabulary before lesson
    - *Vocabulary list from US History Interactive*
- Work in a small group
    - *Differentiated learning*
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
    - Lesson 4: The Postwar Economy Booms
    - Lesson5: Government in the 1920's
    - Lesson 6: An Unsettled Society
    - Lesson 7: The Roaring Twenties
    - Lesson 8: The Harlem Renaissance
- Leveled texts according to ability
    - *Brisk Learning*

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

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

Stage 1 Desired Results
Unit Title # 4: The Great Depression and World War II: The Great Depression (1929–1945)
Unit Summary: The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.
Unit Learning Targets
NJSLS Standards: 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.b: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability. 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) 6.1.12.A.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. 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
Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)***:** 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
Computer Science & Design Thinking *(CS & DT)***:**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Climate Change:

Holocaust & Amistad:

6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.
6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

Unit Essential Questions:	**Unit Enduring Understandings:**

1. How did the US farmers overproduction and the Dust Bowl worsen an already broken economy during the Great Depression? 2. How did the Stock Market Crash in 1929 and other periods of economic instability affect Americans throughout history? 3. What parts of a market economy depend on each other? 4. In what ways did the United States government's actions and policies help cause the Great Depression? 5. Why was the Great Depression not only an American problem but a worldwide problem? 6. How were ethnic and racial minorities directly affected by the Great Depression in America? 7. What are the ways in which the US government can help restore the country's economic stability?	1. Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression. 2. Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability. 3. Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System) 4. Analyze how the actions and policies of the United States government contributed to the Great Depression. 5. Explore the global context of the Great Depression and the reasons for the worldwide economic collapse. 6. Analyze the impact of the Great Depression on the American family and ethnic and racial minorities. 7. Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health
Students will know: **Causes of the stock market crash of 1929** ● Business was booming, but investments were made through buying stocks on credit. ● There was over speculation of monetary returns on investments. ● There were a large number of small investors. ● Panic selling of stocks led to the collapse of the stock market. ● There was excessive expansion of credit. ● Business failures led to bankruptcies. ● Bank deposits were invested in the market. ● When the market collapsed, the banks ran out of money.	**Students will be able to:** ● Assess the economic causes of the stock market crash of 1929 ● Explain the economic consequences of the stock market crash of 1929 ● Analyze the causes of the Great Depression ● Evaluate the impact of the Great Depression on the American people

Consequences of the stock market crash of 1929 ● The crash signaled the beginning of the Great Depression although serious flaws in the economy had existed for years. ● People lost investments, which led to financial ruin, and many committed suicide. ● Bank runs: Clients panicked and, attempting to withdraw their money from the banks, discovered their funds were lost. ● There were no new investments. **Causes of the Great Depression** ● Overproduction of industrial and agricultural products ● Purchasing items on credit, placing Americans in an unstable financial position ● Unequal distribution of wealth, making it difficult for many Americans to make purchases ● An agricultural depression that had plagued farmers throughout the 1920s ● Federal Reserve's failure to prevent widespread collapse of the nation's banking system in the late 1920s and early 1930s, leading to severe contraction in the nation's supply of money in circulation ● High protective tariffs produced retaliatory tariffs in other countries, restricting world trade **Impact of the Great Depression** ● Unemployment and homelessness ● Collapse of the financial system (bank closings) ● Decline in demand for goods	

• Political unrest (growing militancy of labor unions) • Farm foreclosures and migration	

Stage 2 Assessment Evidence
Summative Assessments: • The Great Depression Assessment - Honors
Formative Assessments: CHIPPO Primary Sources **Stock Market Project** **The Market Crashes Reading Questions** **Hoover/Roosevelt Group Project** Interactive Chart - evaluate the US Economy in the 1920s Interactive Gallery - Effects of the Dust Bowl Interactive Chart: Causes of the Great Depression Survive the Great Depression: Role Play Immersive Decision Tree Immersive
Common Benchmark Assessments: • ERA 9 Common Assessment
Alternative Assessments: • Lesson Synthesize: Causes of Unemployment Revisited • Lesson Quiz and class discussion board

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation***	***Timeframe***

		(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)	*(Days or Weeks)*

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.	• Causes of the Depression - digital start up activity
		  ○ Article: *The Market Crashes*
		  ■ What caused the market crash of 1929?
		• Read - Hidden Economic Problems in the Roaring Twenties
		• Interactive Chart - evaluate the US Economy in the 1920s
		• Read - The Causes of the Great Depression
		• Interactive Chart: Causes of the Great Depression
		• Lesson Synthesize: Causes of Unemployment Revisited
		• Class discussion board
		• Stanford Edu History Beyond the Bubble Assessments
		• Stanford Edu History Read Like a Historian Assessments with Notes
			1 block

6.1.12.GeoHE.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.	• *Read - Rural America Struggles with Poverty* • Interactive Gallery - Effects of the Dust Bowl • Survive the Great Depression: Role Play Immersive ○ Students play through four roles to learn how the Great Depression was experienced by ordinary Americans. • Experience the Dust Bowl • Interactive Map and Timeline Immersive • Students explore a chronological set of interactive maps to understand how the Dust Bowl developed, how the government tried to solve the problem, and how ordinary Americans experienced the events of these years. • Stanford Edu History Read Like a Historian Assessments with Notes: Dust Bowl	1 block

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	• Work to End the Depression • Decision Tree Immersive • Students make decisions about how the Department of Labor can bet use its resources to help Americans in need • Options include starting public works programs, encouraging employers to hire, and handing out charity. • Studs Terkel Interviewee, Secretary of Labor Frances Perkins, Mother of a working child, workers and the unemployed • Research Hoover and Roosevelt's responses to the Great Depression. Compare and contrast the two presidents programs. Evaluate and decide which president would you have preferred to live under? ○ In groups, students will create a slide presentation. ○ The class will be split into 4 groups. ■ Pro-Hoover/Anti-Hoover, Pro Roosevelt/Anti-Roosevelt.	3 blocks
6.1.12.A.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.	• Digital start up - What Are the Government's Duties? • Read - Hoover's Response Fails • Read - Challenging Economic Times Lead to Protest • Read - Americans Turn to Roosevelt • Fireside chats	1 block
6.1.12.EconNE.9.d 6.1.12.EconNE.9.c	Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System) Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health	• Market Economy and Stock market Crash Simulation ○ Students will select stocks to invest and track their stocks theirought the unit to determine if they would have made money or lost money in the stock market. • CHIPPO Primary Source - Emergency Banking Act 1933 • Complete a PECS (Politics, Economy, Culture, Social) Chart of the time period • ·Stanford Edu History Beyond the Bubble Assessments: Bread Lines • Stanford Edu History Beyond the Bubble Assessments:	1 block

		Bonus Army	
6.1.12.HistoryUP.9.a	Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.	• *Read - Hard Times Hit Most Americans* • Interactive Gallery - Life During the Great Depression • Stanford Edu History Beyond the Bubble Assessments: • Stanford Edu History Beyond the Bubble Assessments: US Policies in Mexican Migration • Stanford Edu History Read Like a Historian Assessments with Notes: Migrant Mom	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*

US History Interactive
• **Topic 13: The Great Depression and the New Deal**
  ○ Lesson 1: Causes of the Great Depression
  ○ Lesson 2: Americans Suffer
  ○ Lesson 6: Culture during the Great Depression
	Scaffolded texts and ELL texts online

Articles: • *Origins of the Great Depression* • *The Market Crashes* • *The Lived Experience of the Great Depression* • *The Global Effects of the Great Depression*	Scaffolded online texts with text tools and features.
Stanford Edu History • *Beyond the Bubble Assessments:*US Policies in Mexican Migration,Mexican Americans in the 1930s, Bonus Army, Bread	•

Lines, Labor Movement in the 1930s, ● *Read Like a Historian Assessments with Notes: Migrant Mom, Dust Bowl*	
Khan Academy	Extended learning for gifted and talented students

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: ● Use of visual and multisensory formats ○ Savvas Realize Textbook ● Use of assisted technology ○ Articles: Reading ○ Stanford Edu History ● Use of prompts ○ Project Imagine ○ **What caused the market crash of 1929?** ● Modification of content and student products ○ Checklists ○ Extended time ● Testing accommodations ○ Extended time ○ Test corrections ● Authentic assessments ○ Project Imagine ○ **Stock Market Project** ○ **Hoover/Roosevelt Group Project** Specific Strategies and Practices that Support Gifted & Talented Students: ● Inquiry-based instruction ○ Compare/contrast economic issues in the 1930s to economic issues we are experiencing today. ○ **What caused the market crash of 1929?**

- Independent study
    - Researching
- Higher-order thinking skills
    - Interactive illustration
- Student-driven instruction
    - Graffiti concepts
    - **Hoover/Roosevelt Group Project**
- Real-world problems and scenarios
    - Project Imagine

Specific Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
    - Causes of the Great Depression
    - Buying on Margin
    - Credit
    - **What caused the market crash of 1929?**
- Visual learning, including graphic organizers
    - Savvas textbook
- Teacher modeling
    - sample writing
- Pairing students with beginning English language skills with students who have more advanced English language skills
    - Google translate
- Scaffolding
    - Article:
        - ***The Market Crashes***
- Think-pair-share
    - Think individually 2 minutes, pair with neighbor for 2 minutes, share as a class
- Cooperative learning groups
    - Peer editing and review - written responses to political cartoons and writing prompt

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
    - ***Chapter 13: The Great Depression and the New Deal Notes***
    - Introduce key vocabulary before lesson

    - *Vocabulary list from US History Interactive*
- Work in a small group
    - *Differentiated learning*
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
    - Lesson 1: Causes of the Great Depression
    - Lesson 2: Americans Suffer
    - Lesson 6: Culture during the Great Depression
- Leveled texts according to ability
    - *Brisk Learning*

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

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

Stage 1 Desired Results
Unit Title # 5: The Great Depression and World War II: New Deal (1929–1945)
Unit Summary: Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy.
Unit Learning Targets

NJSLS Standards:

6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

6.1.12.GeoHE.10.a: Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.

6.1.12.HistoryCA.10.a: Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).

6.1.12.HistoryCC.11.c: 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.CivicsPR.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).

6.1.12.EconEM.10.a: Constructs a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking ***(****CS & DT****)*****:**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Unit Essential Questions:	**Unit Enduring Understandings:**
1. How has the Supreme Court been able to expand individual rights by protecting all Americans? 2. In what ways did the New Deal programs protect the environment? 3. How did Roosevelt,minorities and women shape the core ideology and policies of the New Deal? 4. Why did so many minority groups in the US have American pride despite the amount of discrimination that they experienced both in the military and the workforce? 5. What type of specific programs were put in place to protect the welfare of individuals during the New Deal era? 6. How did the role of government expand in terms of economic policy, capitalism and society through short term and long term events?	1. 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. 2. Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment. 3. Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt). 4. 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. 5. Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security). 6. Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

Students will know:	**Students will be able to:**
● The three R's of the New Deal (Relief, Recovery, and Reform) ● The New Deal expanded the role of the government in all aspects of American life. ● The New Deal acts were designed to provide short term relief and recovery and long –term reform ● The two major political parties disagree on the role of the government in economic and societal involvement.	● Classify New Deal policies and programs ● Evaluate the long-term effects of the growth of federal government ● Assess the long-term impact of the New Deal ● Describe the economic ideologies of the major political parties (Demand-side or Keynesian economics v. supply-side economics)

Stage 2 Assessment Evidence
Summative Assessments: New Deal Assessment - Honors **DBQ: Great Depression & New Deal**
Formative Assessments: CHIPPO Primary Sources 1940 Presidential Election Simulation Quest: Opposition to the New Deal FDR Speech Writing
Common Benchmark Assessments: ERA 10 Common Assessment
Alternative Assessments: Students will create a graphic organizer on the three R's Relief, Recovery, Reform

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders,*	***Timeframe*** *(Days or Weeks)*

		LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)	
6.1.12.GeoHE.10.a 6.1.12.CivicsPR.10.b	Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment. Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).	Digital Start Up - Was the New Deal Really Working? ● Expanding New Deal Programs ● Interactive Timeline: Milestones in Social Security ● President Roosevelt, A white CCC officer, an African American CCC worker, National Park Service, WPA Artists ● Labor Unions Thrive ● Synthesize - The Depression Challenges Ideas Of Governmental Duties ● Stanford Edu History Read Like a Historian Assessments with Notes: New Deal SAC ● Stanford Edu History Read Like a Historian Assessments with Notes: Social Security	1 block
6.1.12.HistoryCA.10.a: 6.1.12.HistoryCC.11.c:	Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt). Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the	● Federal Programs and Public Infrastructure - digital start up activity ● *Women Play Increasingly Significant Political Roles* ● *A Stronger Political Voice for African Americans* ● Interactive Gallery- Enduring the New Deal Programs ● *New Deal Legislation for Native Americans* ● A New Political Coalition Emerges ● Interactive Chart - Roosevlet's Leadership ● New Deal Legislation Expands the Historical Role of Government ● Interactive Map - PWA and WPA Projects ● Did Federal Programs Meet Their Goals? ● *Discuss Elenor Roosevelt & Lorena Hickok* ● Stanford Edu History Beyond the Bubble Assessments:	2 blocks

	discrimination they experienced in the military and workforce.	Labor Movement in the 1930s	
6.1.12.EconEM.10.a	Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.	Does FDR Deserve a Third Term? Opinion Poll Immersive ● Students assume the role of a citizen preparing to vote in the 1940 presidential election. They gather information about President Roosevlet and the New Deal, then write a short speech supporting or opposing FDR's election to a third term. Senator Huey Long, ordinary citizens, President Roosevelt, Wendel Wilkie, Political Cartoons ● Discuss FDR, Polio, and his disability ● Complete a PECS (Politics, Economy, Culture, Social) Chart of the time period.	1 block
6.1.12.GeoHE.10.a	Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.	Project Imagine: See the New Deal in Action: 360 Explorations Immersive ● Students get a front-row seat for the construction of three New Deal projects that helped put Americans back to work, as they explore interactive 360 photographs of Shenandoah National Park, the San Diego Civic Center and Hoover Dam DBQ: Great Depression & the New Deal ● Did government policy end the problems of the Great Depression?	2 blocks
6.1.12.Civics.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.	Quest: Opposition to the New Deal ● Students will CHIPPO primary source documents to evaluate the impact of New Deal legislation on the historical roles of the federal government. Each student will write an essay in response to the question: Why did some Americans oppose the New Deal? Exploration of the federal New Deal Programs will help students understand: What should governments do?	2 blocks

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
US History Interactive ● **Topic 13: The Great Depression and the New Deal** ○ Lesson 3: Two Presidents Respond ○ Lesson 4: The New Deal Expands ○ Lesson 5: Effects of the New Deal	Scaffolded online texts with text tools and features.
Articles: ● DBQ: Great Depression & the New Deal ● *Equal Rights and the New Deal* ● *The New Deal: A gallery tour* ● *President Franklin Roosevelt's Radio Address Unveiling the Second Half of the New Deal*	Scaffolded online texts with text tools and features.
Stanford Edu History ● *Beyond the Bubble Assessments: Social Security* ● *Read Like a Historian Assessments with Notes:Labor Unions, New Deal SAC*	
Khan Academy	Extended learning for gifted and talented students

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: ● Use of visual and multisensory formats ○ Savvas Realize Textbook ● Use of assisted technology ○ Articles: Reading ● Use of prompts ○ Project Imagine

    - **Did government policy end the problems of the Great Depression?**
- Modification of content and student products
    - Checklists
    - Extended time
- Testing accommodations
    - Extended time
    - Test corrections
- Authentic assessments
    - Project Imagine

Specific Strategies and Practices that Support Gifted & Talented Students:

- Inquiry-based instruction
    - Compare/contrast Roosevelt's programs with the current president and his programs put in place to improve American lives.
    - **Did government policy end the problems of the Great Depression?**
- Independent study
    - Researching
- Higher-order thinking skills
    - Interactive illustration
- Student-driven instruction
    - Graffiti concepts
- Real-world problems and scenarios
    - Project Imagine

Specific Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
    - New Deal Programs
- Visual learning, including graphic organizers
    - Savvas textbook
- Teacher modeling
    - sample writing
- Pairing students with beginning English language skills with students who have more advanced English language skills
    - Google translate
- Scaffolding
    - Articles
- Think-pair-share
    - Think individually 2 minutes, pair with neighbor for 2 minutes, share as a class

- Cooperative learning groups
    - Peer editing and review - written responses to political cartoons and writing prompt

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
    - ***Chapter 13: The Great Depression and the New Deal Notes***
    - Introduce key vocabulary before lesson
    - *Vocabulary list from US History Interactive*
- Work in a small group
    - *Differentiated learning*
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
    - Lesson 3: Two Presidents Respond
    - Lesson 4: The New Deal Expands
    - Lesson 5: Effects of the New Deal
- Leveled texts according to ability
    - *Brisk Learning*

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

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

Stage 1 Desired Results

Unit Title # Unit 6 - The Great Depression and World War II: World War II (1929–1945)

Unit Summary: 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.

Unit learning Targets

NJSLS Standards

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.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.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.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.History CC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of World War II.

6.1.12.HistoryCC.11.c: 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.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

6.1.12.EconNM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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Computer Science & Design Thinking *(CS & DT)*:

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

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B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
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D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

<table>
<tr><td colspan="2">Holocaust: The Nazis targeted specific groups for genocide to create a “master race.” The savagery of war and indecencies against humanity were prevalent during World War II.</td></tr>
<tr><td>Unit Essential Questions:

1. When is war justified?
2. What political, economical, and military mistakes did the Axis powers make that cost them the war?
3. What was the US war strategy in the Pacific and why was it successful?
4. How did the US mobilize the homefront war effort?
5. What groups of people did the Nazi’s target and why?
6. What was the cost of human life during WWII and how did it have a global impact?</td><td>Unit Enduring Understandings:

1. The United States policy of neutrality in World War II was no longer a viable option following the events of Pearl Harbor.
2. Military miscalculations by the leadership of the Axis powers led to a strategic Allied victory in World War II.
3. The war strategy of the United States in the Pacific led to America’s victory against Japan.
4. World War II was a total war in which all of America’s economic and human resources had to be mobilized to their greatest capacity.
5. The Nazis targeted specific groups for genocide to create a “master race.”
6. The savagery of war and indecencies against humanity were prevalent during World War II.</td></tr>
<tr><td>Students will know:

● During the first two years of the war, the United States stayed officially neutral while Germany overran France and most of Europe and pounded Britain from the air (the Battle of Britain). In mid-1941, Hitler turned on his former partner and invaded the Soviet Union.
● Despite strong isolationist sentiment at home, the United States increasingly helped Britain. It gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean. Soon after, the Lend-Lease Act gave the president authority to sell or lend equipment to countries to defend themselves against the Axis powers. Franklin Roosevelt compared it to</td><td>Students will be able to:
● Analyze the causes and events that led to American involvement in the war, including the Japanese attack on Pearl Harbor and the American response.
● Describe and locate the major battles and key leaders of the European and Pacific theaters.
● Evaluate and explain how the United States mobilized its economic and military resources, including the role of all-minority military units (the Tuskegee Airmen and Nisei regiments) and the contributions of media, minorities, and women to the war effort.
● Analyze the Holocaust (Hitler’s “final solution”), its impact on Jews and other groups, and the postwar trials of war criminals.
● Evaluate and explain the treatment of prisoners of war and civilians by the Allied and Axis powers.</td></tr>
</table>

"lending a garden hose to a next-door neighbor whose house is on fire." ● While negotiating with the United States and without any warning, Japan carried out an air attack on the American naval base at Pearl Harbor, Hawaii, on December 7, 1941. The attack destroyed much of the American Pacific fleet and killed several thousand Americans. Roosevelt called it "a date that will live in infamy" as he asked Congress to declare war on Japan. ● After Pearl Harbor, Hitler honored a pact with Japan and declared war on the United States. The debates over isolationism in the United States were over. World War II was now a true world war, and the United States was fully involved. ● Key Political Leaders of the European Theater & Pacific Theater ● Key American Military Leaders ● Allied Strategy in Europe & Pacific ● Axis Strategy in Europe & Pacific ● Key Battles in Europe & Pacific ● All-minority military units ● Minority participation & contributions ● US economic, human, and military resources ● Women's contributions and participation ● The role of the media ● The Holocaust ● Japanese Internment	

• Geneva Convention • Nuremberg Trials • United Nations Vocabulary: WIB, rationing, War Bonds, “Rosie The Riveter”, Manzanar, George Marshall, Dwight Eisenhower, Douglas MacArthur, Chester Nimitz, ‘island hopping” “final solution”, Auschwitz, Robert Openheimer	Apply the vocabulary in student reading, writing, speaking and listening.

Stage 2 Assessment Evidence
Summative Assessments: World War II Assessment - Honors ***DBQ: Allied Bombing During WWII*** ***DBQ: The US Responds to WWII***
Formative Assessments: World War II Quiz CHIPPO Primary Sources **Writing Prompts**
Common Benchmark Assessments: ERA 11 Common Assessment

Alternative Assessments:
Google Form Quiz

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
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).	• Review League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact • Flipped Learning: The Great Depression in Other Countries • Interactive Gallery: Characteristics of Totalitarianism • Interactive Map: Military Action 1930-1939 • Interactive Gallery: Life Under Nazi Rule • Stanford Edu History Beyond the Bubble Assessments: League of Nations • Stanford Edu History Read Like a Historian Assessments with Notes:	3 blocks
6.1.12.History CC.11.b:	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of World War II.	Article: *Causes of WWII* • What events and attitudes led to the rise of Hitler and other totalitarian leaders? *Attack on Pearl Harbor Eyewitness Accounts* • Why was the experience of Pearl Harbor a turning point for Americans? *A Date That Will Live In Infamy* Quest Inquiry project: Build a WWII Website	1 block

		• Choose a LEADER to document, research and follow throughout the war. Interactive Gallery • War in the North Atlantic, North Africa, Two Front war Project Imagine • Follow the news from the Battlefront • Synthesize a two-front war DBQ: Allied Bombing During WWII • Were the civilian deaths caused by Allied bombing campaigns justified?	
6.1.12.HistoryCC.11.d: 6.1.12.CivicsHR.11.a:	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.	• *Interactive Gallery: Inside a Nazi Concentration Camp* • *CHIPPO Primary Source: The Diary of a Young Girls, Anne Frank* ***Preventing Another Holocaust*** • *Think back to the Essential Question, When Is War Justified? The Holocaust is the best-known example of genocide in modern times. Since then, the United States and United Nations have sent troops to intervene in other nations where genocide was taking place.* • *Do you think the United States would be justified in invading another country in order to prevent an event such as the Holocaust?* • *Analyze the outcome of the Nuremberg Trials* ○ *What is a war crime?* • Stanford Edu History Read Like a Historian Assessments with Notes: Incarceration of Japanese Americans	3 blocks

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.	• CHIPPO Executive Order 9066
		• *Article: A Lesson Learned From Japanese Internment*
		  ○ *How can fear lead people to accept policies or actions that restrict the rights of specific groups of people?*
		• Article: *US Remembers 75 Years Since Japanese American Internment*
		  ○ *Should governments be allowed to restrict the rights of their citizens if they deem it necessary?*
		• Stanford Edu History Read Like a Historian Assessments with Notes: Incarceration of Japanese Americans
			2 blocks

6.1.12.HistoryCA.11.a:
 	
6.1.12.HistoryCC.11.a:
 	
6.1.12.EconNM.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.
	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
	
	Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
		• Project Imagine: Advise Truman on the Atomic Bomb
		  ○ Casualties & Estimates Chart
		  ○ Okinawa battle Newsreel
		  ○ Bombing of Japanese Cities
		  ○ Interim Committee Notes
		  ○ Franck Report
		  ○ Stimson Memo
		  ○ Potsdam Declaration
		  ■ Your assignment: Write a memo to the president to advise him on the usage o f the atomic bomb after reviewing the primary sources.
		• Mass-energy equivalency: E=mc^2 - video on Einstein's discovery
		• CHIPPO:"Why I dropped The Bob." - Harry S. Truman
		• Before & After: Hiroshima
		• Stanford Edu History Read Like a Histoian Assessments with Notes:The Atomic Bomb
			1 block

		• Stanford Edu History Read Like a Historian Beyond the Bubble Assessments:Nagasaki	
6.1.12.HistoryCC.11.c:	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.	Project Imagine: Join the War Effort • Select a minority to experience WWII from their perspective. • Stanford Edu History Read Like a Historian Assessments with Notes: Zoot Suit Riots • Stanford Edu History Read Like a Historian Beyond the Bubble Assessments: Tribal Land Policies	2 blocks
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.	DBQ: The US Responds to WWII • Why did the US get more involved in international affairs after World War II?	1 block
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	• Interactive Gallery: WWII and the US Economy • Stanford Edu History Read Like a Historian Beyond the Bubble Assessments:Iwo Jima • Complete a PECS (Politics, Economy, Culture, Social) Chart of the time period.	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts/Resources	*Notes*
US History Interactive ***Topic 14 WWII*** ● Lesson 1: Rise of Aggressive Dictators ● Lesson 2: America debates Involvement ● Lesson 3: The US Enters WWII ● Lesson 4: A War on Two Fronts ● Lesson 5: The Homefront ● Lesson 6: The Allies Win the War ● Lesson 7: The Holocaust ● Lesson 8: Impact of WWII ***Articles:*** ● *The Second Coming* ● *The Four Freedoms* ● *Day of Infamy - video* ● *Lessons Learned from Pearl Harbor* ● *The Fallen of WWII- video* ● *Japanese-American Internment* ● *The Universal Declaration of Human Rights* ● *Attack on Pearl Harbor Eyewitness Accounts* ● *A Date That Will Live In Infamy* ● *Causes of WWII* ● *A Lesson Learned From Japanese Internment* ● *US Remembers 75 Years Since Japanese American Internment* ● *DBQ: Allied Bombing During WWII* ● *DBQ: The US Responds to WWII* *Graphic organizers*	Scaffolded texts and ELL texts online Scaffolded online texts with text tools and features.

Political cartoons and analysis forms *Primary Source documents*	
Stanford Edu History • *Beyond the Bubble Assessments: The Atomic Bomb, Nagasaki,* • *Read Like a Historian Assessments with Notes: Zoot Suit Riots*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
    - *Build a WWII website*
    - *Interactive gallery - WWII Map*
    - *Smithsonian Website of WWII rationing*
    - *Interactive gallery - Inside a Nazi Concentration Camp*
    - *Interactive gallery - Japanese Internment Camp*
    - *Project Imagine: Join the War Effort*
- Use of Prompts
    - *When is war justified?*
    - *What is a war crime?*
    - ***Why was the experience of Pearl Harbor a turning point for Americans?***
    - ***Were the civilian deaths caused by Allied bombing campaigns justified?***
    - ***What events and attitudes led to the rise of Hitler and other totalitarian leaders?***
    - ***How can fear lead people to accept policies or actions that restrict the rights of specific groups of people?***
    - ***Should governments be allowed to restrict the rights of their citizens if they deem it necessary?***
    - ***Why did the US get more involved in international affairs after World War II?***
- Modification of content and student products
    - *Reduced answer choices*
    - *Reduced content*
- Testing accommodations
    - *WWII Common Assessment*
    - *WWII Quizzes*
    - ***DBQ's***
- Authentic assessments
    - *Build a WWII website*
    - *CHIPPO declassified documents*
    - *Project Imagine: Join the War Effort*

Specific Strategies and Practices that Support Gifted & Talented Students:

- Interest-based content
    - *When is war justified?*
    - *What is a war crime?*
    - *Project Imagine: Join the War Effort*

- *Build a WWII website*
- ***Why was the experience of Pearl Harbor a turning point for Americans?***
- ***Were the civilian deaths caused by Allied bombing campaigns justified?***
- ***What events and attitudes led to the rise of Hitler and other totalitarian leaders?***
- ***How can fear lead people to accept policies or actions that restrict the rights of specific groups of people?***
- ***Should governments be allowed to restrict the rights of their citizens if they deem it necessary?***
- ***Why did the US get more involved in international affairs after World War II?***

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Talk Read- Talk Write
  - *When is war justified?*
  - *What is a war crime?*
  - ***Why was the experience of Pearl Harbor a turning point for Americans?***
  - ***Were the civilian deaths caused by Allied bombing campaigns justified?***
  - ***What events and attitudes led to the rise of Hitler and other totalitarian leaders?***
  - ***How can fear lead people to accept policies or actions that restrict the rights of specific groups of people?***
  - ***Should governments be allowed to restrict the rights of their citizens if they deem it necessary?***
  - ***Why did the US get more involved in international affairs after World War II?***
  - *CHIPPO declassified documents*
  - *Project Imagine: Join the War Effort*

- Teacher modeling
  - *CHIPPO declassified documents*

- Oral and Written directions
  - *When is war justified?*
  - *What is a war crime?*
  - ***Why was the experience of Pearl Harbor a turning point for Americans?***
  - ***Were the civilian deaths caused by Allied bombing campaigns justified?***
  - ***What events and attitudes led to the rise of Hitler and other totalitarian leaders?***
  - ***How can fear lead people to accept policies or actions that restrict the rights of specific groups of people?***
  - ***Should governments be allowed to restrict the rights of their citizens if they deem it necessary?***

- ***Why did the US get more involved in international affairs after World War II?***

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
  - ***Chapter 14 WWII Notes***
  - Introduce key vocabulary before lesson
  - *Vocabulary list from US History Interactive*
- Work in a small group
  - *Differentiated learning*
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
  - Lesson 1: Rise of Aggressive Dictators
  - Lesson 2: America debates Involvement
  - Lesson 3: The US Enters WWII
  - Lesson 4: A War on Two Fronts
  - Lesson 5: The Homefront
  - Lesson 6: The Allies Win the War
  - Lesson 7: The Holocaust
  - Lesson 8: Impact of WWII
- Leveled texts according to ability
  - *Brisk Learning*

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
  - *Brisk Learning*
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists

- Provide anchor charts with high frequency words and phonemic patterns
    - *Vocabulary list fromUS History Interactive*

Stage 1 Desired Results
Unit Title #: Unit 7 - Postwar United States: Cold War (1945 to early 1970s)
Unit Summary: Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.
Unit learning Targets
NJSLS Standards 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.EconNE.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.EconNE: Relate American economic expansion after World War II to increased consumer demand. Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the additional benefit of the action against the additional cost. 6.1.12.EconNE.13.a: Evaluate the effectiveness of economic policies that sought to combat postWorld War II inflation. 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.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.
Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)***:** 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking *(CS & DT)*:

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections:

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
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B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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opportunity to integrate climate change education.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Climate Change:

6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.

Denotation of and atomic weapons testing as well as new chemicals start the beginnings of the 'greenhouse effect" and other climate issues.

6.1.12.EconNE.12.a: Assess the impact of agricultural innovation on the world economy

During the Cold War, America's agricultural economy became a symbol of power and was used as a psychological weapon against the USSR. The late 1950s–1960s began the chemical revolution in agricultural science, with the increasing use of anhydrous ammonia as a cheap source of nitrogen spurring higher yields. By the end of the 1980s, farmers were using low-input sustainable agriculture (LISA) techniques to decrease chemical applications.

Unit Essential Questions:

1. What is the difference between communism and capitalism/democracy?
2. What was the impact of the Space race on the American government, American people, and the science community?
3. How did the US ensure economic growth and stability?
4. How did agricultural inventions impact the world economy?
5. What constitutional controversies existed over war conflicts during the Cold War?
6. Did the US support or oppose independence movements around the world?
7. How were civil liberties infringed upon during the era of McCarthyism?
8. Has the development of nuclear weapons affected international relationships and conflicts?
9. How did American Foreign policy lead to the Korean War, Vietnam War, and Cuban Missile crisis? When do our freedoms and traditions become sacrificed for security?
10. How did the Arab-Israelei conflict influence American Foreign Policy?
11. What is our role as a Superpower and how does it sometimes conflict with our values?

Unit Enduring Understandings:

1. The United States and the Soviet Union represented starkly different fundamental values. The United States represented democratic political institutions and a generally free market economic system. The Soviet Union was a totalitarian government with a communist (socialist) economic system.
2. NASA was formed under John F. Kenedy as the "race to the moon" took off between the US and the USSR. The US government would spare no expense to increase technology. When the USSR launched Sputnik, the first space satellite, Americans lived in fear. African American women Katherine Johnson, Dorothy Vaighn, and Mary Jackson made enormous contributions to the development of the Apollo 11.
3. The heavy military expenditures throughout the Cold War benefited the US economy. New inventions in the 1950's created a flourishing economy under Eisenhower. The baby boom increased the needs for products and goods.
4. During the Cold War, America's agricultural economy became a symbol of power and was used as a psychological weapon against the USSR. As a result, the American farmer was elevated beyond a mere producer of substance to an active cold war participant. The ramifications of agriculture's role in the cold war have lasted for decades in the form of subsidies, surpluses, and a lasting welfare system for farmers and agricultural interests.
5. Civil liberties of people were violated when they were accused and convicted of being communist without substantial proof. People in Hollywood were "Blacklisted" from the movie industry.
6. As countries began to decolonize it was important to the US that they did not turn into communist countries. Decolonizing countries were looking for help from either the US or the USSR to escape the colonial empire. The United States practiced a kind of informal imperialism where they replaced leaders they did not like in other countries—Patrice Lumumba in the Democratic Republic of the Congo and Salvador Allende in Chile were prime examples.
7. The Second Red Scare of the late 1940's and early 1950's was a grave threat to rights guaranteed in the Bill of Rights. Senator Joseph McCarthy played on American fears of communism by recklessly accusing many American governmental officials and other citizens of being communists, based on flimsy or no evidence. This led to the coining of the term *McCarthyism*—the making of false accusations

	based on rumor or guilt by association. The convictions of Julius and Ethel Rosenberg for spying for the Soviet Union and the construction of nuclear weapons by the Soviets, using technical secrets obtained through spying, increased domestic fears of communism. 8. After the Soviet Union matched the United States in nuclear weaponry in the 1950s, the threat of a nuclear war that would destroy both countries was ever-present throughout the Cold War. America, under President Eisenhower, adopted a policy of "massive retaliation" to deter any nuclear strike by the Soviets. 9. The Truman Doctrine of "containment of communism" was a guiding principle of American foreign policy throughout the Cold War—not to uproot communism where it already existed, but to keep it from spreading and to resist communist aggression into other countries. The Korean War, Vietnam War and the Cuban Missile crisis with the Soviet Union led to missteps that we have to deal with in the future.
Students will know: ● World War II led to the reshaping of political boundaries and international relationships. ● The Cold War set the framework for global politics for 45 years after the end of World War II. It also influenced American domestic politics, the conduct of foreign affairs, and the role of the government in the economy after 1945. ● Millions of Americans served in the military during the Cold War, and their contributions were often at significant personal, professional, and political sacrifice in service to the United States. ● The United States involvement in Asia during the Cold War led to a foreign policy of interventionism rather than isolationism. ● The expansion of communism into Latin America challenged American interests in the region. ● The expansion of communism into Latin America challenged American interests in the region.	**Students will be able to:** ● Locate and explain the political boundary changes, and the formation of the United Nations and the Marshall Plan. ● Explain the origins and early development of the Cold War and how it changed American foreign policy, with emphasis on the Truman Doctrine and the policy of containment of communism. ● Analyze the efforts of the United States to protect Western Europe, including the role of the North Atlantic Treaty Organization (NATO). ● Analyze the changing role of the United States in Asia, including Korea, Vietnam, and China. ● Evaluate and explain how policy changes impacted the United States' relationships in Latin America. ● Analyze the domestic impact of the Cold War ● Evaluate and explain the factors that caused the collapse of communism in Europe and how it changed American foreign policy, including the role of Ronald Reagan. ● Evaluate the economic factors that continued the US dominance as a world power.

• The fight against communism abroad impacted the daily life of Americans. • Both internal problems and external pressures caused the collapse of communism in the Soviet Union. • The economic boom experienced by the United States after World War II promoted significant social, cultural, and political shifts. **Vocabulary**: Cold War, Harry Truman, Dwight Eisenhower, John F Kennedy, Lyndon Johnson, Richard Nixon, George Kennan, NATO/Warsaw Pact, "Iron Curtain" Security Council, 38th Parallel, General Douglas MacArthur, Alger Hiss, Rosenbergs, Joseph McCarthy, "Blacklisted" Nikita Khruschev, Fidel Castro, Mao Zedong/Chaing Kai Shek, NASA, Gulf of Tonkin Resolution, Tet Offensive, Vietnamization	Apply the vocabulary in student reading, writing, speaking and listening.

Stage 2 Assessment Evidence
Summative Assessments: Cold War 1945-1989 Assessment - Honors Quest Inquiry DBQ: McCarthyism in the 1950's
Formative Assessments: CHIPPO Primary Sources **Project Imagine: Vietnam War** Korean War Quiz JFK Quiz

Vietnam Quiz

Common Benchmark Assessments:
ERA 12 Common Assessment

Alternative Assessments:
Google Form Quiz

- Writing Assignment: Do you believe the Cold War was inevitable?

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
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.	• CHIPPO Primary Source: The Beginning of the Cold War. • Discuss the Yalta Conference and the creation of the United Nations. Highlight the differences between the League of Nations and the UN. • Research the UN and delineate the differences and give examples of them via google form. • Interactive Global Map: Global Cold War Map 1946-1956. • Stanford Edu History Beyond the Bubble Assessments: Cold War Foreign Policy • Stanford Edu History Read Like a Historian Assessments with Notes: The Cold War	2 blocks

6.1.12.HistoryCC.12.c	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.	• DBQ: Cold War Struggle At Home ○ Did the US government redefine what it meant to be an American during the Cold War?	1 block
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.	• Explain US Foreing Policy of "Containment." • CHIPPO Primary Source: Truman Doctrine • Interactive Map: Phases of the Korean War • CHIPPO Primary Source: The Korean War • Interactive Timeline: Confronting Cuba • Interactive Gallery: America Enters Vietnam • CHIPPO Primary Sources: Letters Between Bobbie Lou Pendgrass & President Kennedy. • CHIPPO Primary Source: Life on the Front Lines • DBQ: Cold War Struggles Abroad ○ Was it worth it for the US to engage in the Cold War? • Stanford Edu History Read Like a Historian Assessments with Notes: The Korean War • Stanford Edu History Read Like a Historian Beyond the Bubble Assessments:Napalm in Vietnam • Stanford Edu History Read Like a Historian Beyond the Bubble Assessments: The Vietnam War • Stanford Edu History Read Like a Historian Assessments with Notes: Gulf of Tonkin	8 blocks

		Resolution	
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.	• Interactive Gallery: Cold War Technological Advances • CHIPPO Primary Source: the Cold War Intensifies • Stanford Edu History Read Like a Historian Assessments with Notes: Truman and MacArthur	2 blocks
6.1.12.EconEM.12.a: 6.1.12.EconNE.12.a: 6.1.12.EconNE.13.a: 6.1.12.EconNE.13.a:	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability. Assess the impact of agricultural innovation on the world economy. Relate American economic expansion after World War II to increased consumer demand. Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the additional benefit of the action against the additional cost. Evaluate the effectiveness of economic policies that sought to combat postWorld War II inflation.	• Interactive Gallery: Postwar Entrepreneurs • Interactive Graph: 1950's Spark Growth. • CHIPPO Primary Source: Postwar prosperity. • Complete a PECS (Politics, Economy, Culture, Social) Chart of the time period. • CHIPPO: Military Industrial Complex Address (Eisenhower 1961) ○ What concerned President Eisenhower as he left the presidency? • Stanford Edu History Read Like a Historian Beyond the Bubble Assessments: Cuban Missile Crisis • Stanford Edu History Read Like a Historian Assessments with Notes: Castro and the U.S. • Stanford Edu History Read Like a Historian Assessments with Notes: Cuban Missile Crisis	2 blocks

Texts/Resources	*Notes*
US History Interactive: ● **Topic 15: PostWar America (1945-1960)** ○ Lesson 1: The Beginning of the Cold War ○ Lesson 2: The Korean War ○ Lesson 3: The Cold War Intensifies ○ Lesson 4: Cold War Fears at Home ● **Topic 17: The Vietnam War Era** ○ Lesson 1: The Cold War & Vietnam ○ Lesson 2: America's Role Intensifies ○ Lesson 3: The Antiwar Movement ○ Lesson 4: The War's End & Effects ***Articles::*** ● *The 1960's Idea of "The Home in 1999" - video* ● *Review: Capitalism & Socialism - video* ● *Cold War Case Study: The Cuban Missile Crisis* ● *The Cold War Ends* ● *DBQ: Cold War Struggle At Home* ● *DBQ: Cold War Struggles Abroad* ● *Primary Source: Truman Doctrine* ● *Military Industrial Complex Address (Eisenhower 1961)* *Graphic organizers* *Political cartoons and analysis forms* *Primary Source documents*	Scaffolded texts and ELL texts online Scaffolded online texts with text tools and features.
Stanford Edu History	

• *Beyond the Bubble Assessments: Cuban Missile crisis, The Vietnam War, Cold war Foreign Policy* • *Read Like a Historian Assessments with Notes: Napom, Vietnam, Tonkin, Truman and MacArthur, Cuban Missile Crisis, Castro*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
    - *Videos*
    - *Interactive Gallery*
    - *Interactive Timeline*
    - *Interactive Graph*
- Use of prompts
    - *Quest Inquiry DBQ: McCarthyism in the 1950's*
    - *Project Imagine: Vietnam War*
    - ***Was it worth it for the US to engage in the Cold War?***
    - ***What concerned President Eisenhower as he left the presidency?***
    - ***Did the US government redefine what it meant to be an American during the Cold War?***
- Modification of content and student products
    - *Reduced answer choices*
    - *Reduced content*
- Testing accommodations
    - *Preferential Seating*
    - *Extended Time*
- Authentic assessments
    - *Quest Inquiry DBQ: McCarthyism in the 1950's*
    - *Project Imagine: Vietnam War*
    - ***DBQ***
    - ***Was it worth it for the US to engage in the Cold War?***
    - ***What concerned President Eisenhower as he left the presidency?***
    - ***Did the US government redefine what it meant to be an American during the Cold War?***

Specific Strategies and Practices that Support Gifted & Talented Students:

- Interest-based content
- Student-driven instruction

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Talk Read- Talk Write
    - *CHIPPO primary source documents*
- Teacher modeling
    - *CHIPPO primary source documents*
- Oral and Written directions
    - ***DBQ's***

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
    - ***Chapter*** **Topic 15: PostWar America (1945-1960) Notes**
    - **Topic 17: The Vietnam War Era Notes**
    - Introduce key vocabulary before lesson
    - *Vocabulary list from US History Interactive*
- Work in a small group
    - *Differentiated learning*
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
    - ***Chapter*** **Topic 15: PostWar America (1945-1960)**
        - Lesson 1: The Beginning of the Cold War
        - Lesson 2: The Korean War
        - Lesson 3: The Cold War Intensifies
        - Lesson 4: Cold War Fears at Home
    - **Topic 17: The Vietnam War Era**
        - Lesson 1: The Cold War & Vietnam
        - Lesson 2: America's Role Intensifies
        - Lesson 3: The Antiwar Movement
        - Lesson 4: The War's End & Effects
- Leveled texts according to ability
    - *Brisk Learning*

Specific Strategies and Practices that Support Students with 504 Plans:

Specific examples applied to the unit

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

Stage 1 Desired Results
Unit Title: Unit 8 Postwar United States: Civil Rights and Social Change (1945 to early 1970s)
Unit Summary: 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
Unit learning Targets
NJSLS Standards 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. Social and political systems throughout time have promoted and denied civic virtues and democratic principles. 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). Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. 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.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). Governments and financial institutions influence monetary and fiscal policies. 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.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.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.EconNE.13.b: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).

6.1.12.HistoryCC.13.d: Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

6.1.12.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.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 Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking ***(****CS & DT****)*****:**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections:

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Unit Essential Questions:	**Unit Enduring Understandings:**
1. Is civil disobedience the most effective means of achieving racial equality? 2. What role did the national legislative, executive and judicial branches play in the Civil Rights movement? 3. What role did the NJ legislative, executive and judicial branches play in the Civil Rights movement? 4. Is violence or non-violence the most effective means to achieve social change? 5. Why was there a migration from the cities to the suburbs during the 1950's and 1960's? 6. How did the Civil Rights movement affect the women's rights movement? 7. What was the overall mood of the 1960s, and what were its lasting legacies today?	1. During this time period in the US, civil disobedience was needed in this era to achieve racial equality, and change. 2. The executive branch did respond to the pressure of abolishing discrimination beginning in 1948 with Harry S. Truman's Executive order 9981 which desegrgated the military and abolished disctimination "on the basis of race, color, religion or national origin." The judicial branch overturned "separate, but equal" by desegregating schools with Brown v. Board decision in 1954; The legislative branch and the judicial branch joined forces in 1964 with the civil Rights act in 1964 and the Voting Rights Act in 1965. 3. New Jersey also tried to eliminate discrimination and segregation. 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. 4. History has proven that non-violence is the most effective means to achieve social change. However, during the Civil Rights Movement, when caucasians were violent towards African-Amricans it helped the African -Americans achieve their goal. 5. Caucasian Americasn began to move to the suburbs and desegregation began across the country. De facto housing pattern discrimination continued to keep many urban populations segregated, especially as the draw of suburban seclusion became more accessible 6. The Civil Rights Movement of the 1940s, 1950s, and 1960s provided a model that women used to extend their civil rights and promote equal justice.

	7. The 1960's were a turbulent time in the United States. The Civil Rights movement, the Anti-war movement, the assasination of JFK, and the resignation of president Johnson all had an impact at home.
Students will know: ● By interpreting its powers broadly, the United States Supreme Court can reshape American society. ● The *Brown v. Board of Education* decision had intended and unintended consequences for the entire nation. ● Working through the court system and mass protest, Americans reshaped public opinion and secured the passage of civil rights. ● During the second half of the twentieth century, American society experienced a variety of cultural changes. ● The Civil Rights Movement of the 1940s, 1950s, and 1960s provided a model that other minority groups have used to extend civil rights and promote equal justice. **Vocabulary**: Executive Order 9918, "Dixiecrats", MLB Color Line, Jim Crow, Literacy Test, "Grandfather Clause", *Plessy v. Ferguson,* Thurgood Marshall, MLK, Malcolm X, Rosa Parks, 'passive resistance","sit-ins", freedom marches, Betty Friedan, Gloria Stienam, "Feminie Mystique" "Southern Strategy", Harvey Milk	**Students will be able to:** ● Evaluate and explain the impact of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded to the decision. ● Assess how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans. ● Analyze the changes in the migration of African Americans. ● Evaluate the changes that occurred in American culture. ● Synthesize the impact of the civil rights movement and the culture change on the women's rights movement for equality. Apply the vocabulary in student reading, writing, speaking and listening.

Stage 2 Assessment Evidence
Summative Assessments: Civil Rights and Equal Rights Assessment - Honors **DBQ: Movements For Equality** **DBQ: Did WWII Launch the Civil Rights Movement?**
Formative Assessments: CHIPPO Primary Sources **Quest Inquiry Project-Based learning: Create an Interactive Timeline on the Civil Rights Movement.** Project Imagine: Civil Rights Civil Rights Quiz - The Civil Rights Movement Strengthens Civil Rights Qiz - Kennedy's Reforms 1968-2020 Comparison
Common Benchmark Assessments: Era 13 Common Assessment
Alternative Assessments: Essay comparing and contrasting MLK and Malcom X

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks

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. Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	• Create a Ted Talk (video) or a Podcast (audio) ○ Arguing 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*. • Stanford Edu History Beyond the Bubble Assessments: Little Rock • Stanford Edu History Read Like a Historian Assessments with Notes: Little Rock Nine	2 Blocks

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). Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	● *Quest Inquiry Project-Based Learning: Create an Interactive Timeline on the Civil Rights Movement.* ○ *CHIPPO Primary Source - School Desegregation in Little Rock, Arkansas* ○ *CHIPPO Primary Source - "I Have A Dream"* ○ *CHIPPO Primary Source - Letter from Birmingham Jail* ○ *CHIPPO Primary Source - JFK Inaugural Address* ○ *CHIPPO Primary Source - Reform Under Johnson* ● *Project Imagine: Civil Rights* ○ *Witness Milestones of the Civil Rights Movement* ○ *Work as an Investigative Reporter* ○ *Travel To Civil Rights Landmarks* ○ *Choose Your path During Freedom Summer* ○ *Weigh the Evidence on the Black Panthers movement* ● Complete a PECS (Politics, Economy, Culture, Social) Chart of the time period.	7 Blocks

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. 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.	• Before & After: Suburban Sprawl: 1950s to Today • Interactive map: Demographic Trends of the 1950s • Close Read - *Social Issues in the 1950's* • Stanford Edu History Read Like a Historian Assessments with Notes: Civil Rights Movement Photos	1 block
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). Governments and financial institutions influence monetary and fiscal policies.	• *DBQ: Movements For Equality* ○ *Did civil rights activists uphold or challenge American values?*	1 block

6.1.12.EconNE.13.b:	Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).	• Read War on Poverty from history.com • Students will discuss in small groups the effectiveness of the Economic Opportunity Act. • *CHIPPO: JFK's speech in response to the violence in Birmingham (1963)* • CHIPPO Great Society Address (1964) ○ Compare and contrast the two speeches • Stanford Edu History Beyond the Bubble Assessments: • Stanford Edu History Read Like a Historian Assessments with Notes: Great Society	1 block
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.	• *DBQ: Did WWII Launch the Civil Rights Movement?* ○ *How did World War II affect the Civil Rights Movement?* • Stanford Edu History Beyond the Bubble Assessments: March on Washington • Stanford Edu History Read Like a Historian Assessments with Notes: Black Power	2 blocks

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.	• *Create a Venn Diagram to compare and contrast MLK with Malcolm X.*
		  ○ *IF You Stick A Knife In My Back - Malcom X - video*
		  ○ *CHIPPO Letter to MLK from a Group of Clergymen*
		• *Analyze videos of the*
		  ○ *Freedom Riders*
		  ○ *Lunch Counter-Sit-ins*
		  ○ *Protest marches*
		• *Determine the impact on the "everyday" person watching these news broadcasts from home.*
		• *Stanford Edu History Beyond the Bubble Assessments: Greensboro Sitins*
		• *Stanford Edu History Read Like a Historian Assessments with Notes: Montgomery Bus Boycott*
			1 block

6.1.12.HistoryCC.13.d:
 	
6.1.12.HistoryCC.13.b:
 	
6.1.12.HistorySE.13.a:
	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.
	
	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.
	
	Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
		• *The Women's Right Movement*
		  ○ *Interactive Timeline: The fight for Women's Rights*
		  ○ *Interactive graph: Women in the workforce*
		  ○ *Primary Source - Women's Rights*
		  ■ *Title IX*
		  ○ *Equal Rights Amendment*
		  ○ *History of Roe v. Wade*
		  ○ *CHIPPO For the Equal Rights Amendment - Shirley Chsholm*
		• *Expanding the Push for Equality*
		  ○ *Case Study - Grape Boycott*
		  ○ *Interactive gallery: The Fight for American Indian Rights*
		
		• Stanford Edu History Read Like a Historian Assessments with Notes:
		• Read Like a Historian Assessments with Notes: Equal Rights Amendment and Stonewall Riots
			1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts/Resources	*Notes*
US History Interactive: • **Topic 15: PostWar America (1945-1960)** ○ Lesson 6: Mass Culture in the 1950's	Scaffolded texts and ELL texts online

○ Lesson 7: Social Issues in the 1950's ● **Topic 16: Civil Rights and Reform in the 1960's** ○ Lesson 1: The Civil Rights Movement Strengthens ○ Lesson 2: The Movement Surges Forward ○ Lesson 3: Successes and Setbacks ○ Lesson4: Kennedy's Reforms ○ Lesson 5: Reform Under Johnson ● **Topic 18: An Era of Change** ○ Lesson 1: The Counterculture of the 1960's ○ Lesson 2: The Women's Rights Movement ○ Lesson 3: Expanding the Push for Equality ***Articles::*** ● *Rose Parks and the Montgomery Bus Boycott* ● *Birmingham's Racial Segregation Ordinances (1961)* ● *"The 'nuts and bolts' heroes of the Civil Rights Movement"* ● *"I Have a Dream" - MLK* ● *IF You Stick A Knife In My Back - Malcom X - video* ● *JFK's speech in response to the violence in Birmingham (1963)* ● *Brown v. Board of Ed* ● *Letter to MLK from a Group of Clergymen* ● *For the Equal Rights Amendment - Shirley Chsholm* ● *Great Society Address (1964)* *Graphic organizers* *Political cartoons and analysis forms* *Primary Source documents*	Scaffolded online texts with text tools and features.

Stanford Edu History • *Beyond the Bubble Assessments: Little Rock, Greensboro Sitins, March on Washington* • *Read Like a Historian Assessments with Notes: CRM Photos, Women in 1950's, Little Rock Nine, Montgomery Bus Boycott, Great Society, Black Power, Stonewall Riots, Equal Rights Amendment*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
    - *Videos*
    - *Interactive Gallery*
    - *Interactive Timeline*
- Use of prompts
    - *Quest Inquiry Project-Based learning: Create an Interactive Timeline on the Civil Rights Movement.*
    - *Project Imagine: Civil Rights*
    - ***Did civil rights activists uphold or challenge American values?***
    - *How did World War II affect the Civil Rights Movement?*
- Modification of content and student products
    - *Reduced answer choices*
    - *Reduced content*
- Testing accommodations
    - *Preferential Seating*
    - *Extended Time*
- Authentic assessments
    - *Quest Inquiry Project-Based learning: Create an Interactive Timeline on the Civil Rights Movement.*
    - *Project Imagine: Civil Rights*
    - *How did World War II affect the Civil Rights Movement?*
    - ***Did civil rights activists uphold or challenge American values?***

Specific Strategies and Practices that Support Gifted & Talented Students:

- Interest-based content
- Student-driven instruction

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Talk Read- Talk Write
    - *CHIPPO primary source documents*
    - *How did World War II affect the Civil Rights Movement?*

    - ***Did civil rights activists uphold or challenge American values?***
- Teacher modeling
    - *CHIPPO primary source documents*
- Oral and Written directions

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
    - ***Chapter* 15: PostWar America (1945-1960) Notes**
    - **Chapter 16: Civil Rights and Reform in the 1960's Notes**
    - **Chapter 17: The Vietnam War Era Notes**
    - Introduce key vocabulary before lesson
    - *Vocabulary list from US History Interactive*
- Work in a small group
    - *Differentiated learning*
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
    - **Topic 15: PostWar America (1945-1960)**
        - Lesson 6: Mass Culture in the 1950's
        - Lesson 7: Social Issues in the 1950's
    - **Topic 16: Civil Rights and Reform in the 1960's**
        - Lesson 1: The Civil Rights Movement Strengthens
        - Lesson 2: The Movement Surges Forward
        - Lesson 3: Successes and Setbacks
        - Lesson4: Kennedy's Reforms
        - Lesson 5: Reform Under Johnson
    - **Topic 18: An Era of Change**
        - Lesson 1: The Counterculture of the 1960's
        - Lesson 2: The Women's Rights Movement
        - Lesson 3: Expanding the Push for Equality
    -
- Leveled texts according to ability

- *Brisk Learning*

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

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

Stage 1 Desired Results

Unit Title #: Unit 9 - Contemporary United States: Domestic Policies (1970–Today)

Unit Summary: Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

Unit Learning Targets

NJSLS Standards:

6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.
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. Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
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.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.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.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.

6.1.12.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.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.GeoNE.14.a: Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.

6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.

6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society

6.1.12.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 Iraq policy with George W. Bush's.

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals

6.1.12.HistorySE.14.c: Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.

6.1.12.HistoryCC.14.b: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.

6.1.12.HistoryCC.14.c: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.

6.1.12.HistoryCC.14.d: Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.

6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking ***(****CS & DT****)*****:**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Climate Change: 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. Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

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.

Unit Essential Questions:

1. How have American values helped the United States become a global leader in the twenty-first century?
2. Would laissez faire be the best economic policy for the United States?
3. How has the composition of the U.S. shifted between 1950 and 1980 and between 1980 and today?
4. How do immigrants contribute to the local economy and culture?
5. How does the system of check and balance prevent one branch of government from gaining too much power today?
6. Why do election campaigns divide Americans?
7. Has the US government addressed racism in the US today?
8. How have minorities and underrepresented people contributed to the American Society?
9. How did 9/11 change Americans' views?

Unit Enduring Understandings:

1. American values have been refined throughout contemporary US history.
2. Laissez-Faire is an economic philosophy of free-market capitalism that opposes government intervention.
3. Urbanization, suburbanization and ruralization shifted dramatically as American moved into the suburbs. More recently, Americans were moving back into the cities until the 2020 pandemic when a mass exit from the cities redeveloped.
4. Immigrants contribute to our local economy and culture through music, food, literature, art, etc.
5. Counterbalancing influences by which the government system is regulated, ensuring that political power is not concentrated in the hands of individuals or groups.
6. The two-party system in the United States divides most citizens into Republicans and Democrats. The two sides have grown farther apart for years.

	7. On March 21, 2021, the US reiterated its determination to address racism at home and abroad. The government listed six goals to eliminate racism. 8. Minorities and underrepresented people in the US contribute to American Society in a variety of ways. 9. 9/11 sparked the memory of the Attack on Pearl harbor. 9/11 was the first time Americans were attacked on their own soil in 50 years. Resentment and revenge was avowed.
Students will know: ● Changes in domestic policies and in political and social conditions have impacted the role and membership of the United States Supreme Court. ● The United States has confronted the increase in international terrorism by formulating domestic and international policies aimed at stopping terrorism. ● The federal government has the ability to influence the United States economy. ● Contemporary America has experienced a wide variety of technological advancements that have significantly impacted American life. ● Rising immigration to the United States has increased American diversity. It has promoted changes in public policy and has altered the economic and cultural landscape of the United States. ● During the second half of the twentieth century, American society experienced a variety of cultural changes.	**Students will be able to:** ● Assess the development of and changes in domestic policies, with emphasis on the impact of the role the United States Supreme Court played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law. ● Evaluate the role of the United States in a world confronted by international terrorism, with emphasis on the American response to 9/11 (September 11, 2001) ● Analyze the evolving and changing role of government, including its role in the American economy. ● Explain the scientific technological changes and evaluate their impact on American culture. ● Construct an argument of the effectiveness of environmental movements. ● Analyze quantitative data and the correlation with immigration. ● Evaluate contributions of minorities and the under marginalized to the American economy, politics, and society.

Stage 2 Assessment Evidence

Summative Assessments:
Domestic Policies Assessment - Honors
Quest Inquiry Project-Based Learning

Formative Assessments:
Writing Prompts
CHIPPO Primary Sources
Writing Workshop - Environmental Movements
Project Imagine: Election Campaigns

Common Benchmark Assessments: ERA 14 Assessment

Alternative Assessments: DBQ Essay on US Domestic Policies

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*

6.1.12.HistorySE.12.b:	Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.	• CHIPPO Primary Sources:
		  ○ Document E: Article on President Carter's role in the Arab-Israeli Treaty
		  ○ Document F: Political Cartoon of President Carter in National Politics, 1979
			1 block

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. Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	• Interactive Gallery: Efforts to Manage the Environment • *CHIPPO Primary Source: Speech at the United Nations Climate Action Summit: Greta Thunberg* • Writing Workshop: Students will develop an argument on the effectiveness of environmental movements	2 blocks

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.	○ Students will research one environmental movement and determine its impact on society with a focus on NJ. ● *Article: Effects of Air Pollution on the Environment* ○ *How do pollutants affect the environment?* ● *Stanford Edu History Read Like a Historian Assessments with Notes: Kyoto Protocol*	
6.1.12.GeoPP.13.b: 6.1.12.GeoPP.14.a: 6.1.12.GeoPP.14.b: 6.1.12.CivicsPI.14.d:	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. 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. Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States. Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.	Quest Inquiry Project-Based Learning: Create a U.S. Citizenship Course ● Examine American values as identified by Alexis de Tocqueville in his 1830 book *Democracy in America*. ● Create a timeline that links these values to the major historical eras in U.S. history. ● Guiding Question: How have American values, as defined by Alexis de Tocqueville, helped the United States become a global leader in the twenty-first century? *Quantitative Immigration Analysis* ● How has the composition of the U.S. shifted between 1950 and 1980 and between 1980 and today? ○ *Julia Moves to the US* ● Use data from the Pew Research Center to have students conduct their own quantitative analysis. *A Nation of Immigrants:* ● Discuss immigrant communities in NJ. ● How do immigrants contribute to the local economy and culture? ○ *The Benefits That Place Like Dayton, Ohio Reap by Welcoming Immigrants* ● "Overwhelmed" from I am Not Your Perfect Mexican Daughter ● Surviving ○ How do historical events shape our perspectives?	3 blocks

		• Stanford Edu History Beyond the Bubble Assessments: United Farm Workers • Stanford Edu History Read Like a Historian Assessments with Notes: Health Care • Clinton • Obama	

6.1.12.CivicsPI.14.b:
 	
6.1.12.HistoryCC.14.c:
	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.
	
	Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.
		• Case Study: US v. Alvarez
		• Article: Separation of Powers and the Government Shutdown
		  ○ Is the separation of powers an effective way to run the country?
		• Bill Clinton: Impeached
		  ○ Students will analyze the Bill Clinton impeachment trial and reasons for impeachment.
			1 block

6.1.12.CivicsPI.14.a:
 	
6.1.12.CivicsCM.14.b:
	Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
	
	Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
	
	Draw from multiple perspectives and cite evidence to explain the conflicting
		• Project Imagine: Election Campaigns
		• Article: The US has a history of contested elections - here's what they teach us
		  ○ What happens when a presidential election is contested?
		• Election News & Updates
		  ○ 2020 Election Results
		  ○ Election Issues
		  ○ The Campaign Trail
		  ○ Participation
		• Complete a PECS (Politics, Economy, Culture, Social) Chart of the time period.
			1 block

6.1.12.CivicsPD.14.a: 6.1.12.CivicsDP.14.a:	ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms. 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.EconNE.14.a: 6.1.12.EconET.14.a: 6.1.12.GeoNE.14.a: 6.1.12.EconET.14.b:	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. Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy. 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. 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 Analyze the use of eminent domain in New Jersey and the United States from the	Quest Inquiry: Laissez Faire ● Document A: Human Action by Ludwig Von Mises ● Document B: Laissez-Faire Capitalism Has Failed by Nouriel Ro ● Document C: "The Libertarian Manifesto," by Richard Epst ● Document D: "Venture capital didn't build that," by William H. Janeway ○ Students will be split into 4 groups/1 group with each document ○ Students will jigsaw to teach one another and complete the Quest Organizer. ○ Students will answer the question: Would laissez faire be the best economic policy for the United States? ● Flipped Learning: Reaganomics ● The Reagan Years: ○ Supply-side economics and trickle down theory ● Free Enterprise Spreads Technological Innovation ● Great recession 2008: How did the federal government respond to the initial rise in default rates on home mortgages?	2 blocks

6.1.12.HistorySE.14.c: 6.1.12.EconEM.14.a:	perspective of local, state, and the federal government as it relates to the economy. Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.	○ Analyze the chart ● Eminent Domain: Is it constitutional? ● Flipped Learning: Technology Revolution ● Connections to Culturally Responsive Learning ● Stanford Edu History Read Like a Historian Assessments with Notes: Reaganomics	
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.	● *"A Thousand Points of Light"* George H.W. Bush ● *Sixth State of the Union Address* Bill Clinton ● President Obama's Farewell Speech ● President Trump's address on border crisis and response from Democrat leaders ○ Analyze Rhetoric	1 block
6.1.12.CivicsPI.14.c: 6.1.12.HistorySE.14.a: 6.1.12.HistorySE.14.b:	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. 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. Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.	● *Writing Workshop: Assess the effectiveness of actions taken to address the continued issue of racism.* ○ *Review the ongoing struggle to achieve racial equality in the United States from the colonial period, through the antebellum and Reconstruction eras, into Jim Crow, and into the Civil Rights era up until today.* ○ *Students will research current events and actions taken to heal America.* ● *Research the influence of multiculturalism in the US.* ● *Case Study: Obergefell v. Hodges* ● *Students will select a person that is a minority, LGBTQ, or an individual with a disability to research and present their contribution to the US.* ● *Guided Question: Is there a separation between church and state?* ● Article: *Supreme Court Expands Workplace Equality to LGBTQ Employees, But Questions Remain* ○ What Does It mean to discriminate against someone based on their sex?	2 blocks

6.1.12.HistoryCA.14.b: 6.1.12.HistoryCA.14.c: 6.1.12.HistoryCC.14.e:	Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence. Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. Evaluate the role of religion on cultural and social mores, public opinion, and pol ethical decisions	● *Article: Supreme Court Justice RBG dies at 87* ○ *Who was RBG?* ● *Stanford Edu History Read Like a Historian Assessments with Notes: AIDS Crisis* ● Stanford Edu History Read Like a Historian Assessments with Notes: Iran Contra Affair	
6.1.12.HistoryCC.14.b: 6.1.12.HistoryCC.14.d: 6.1.12.HistoryCC.14.a: 6.3.12.HistoryCA.1:	Determine how the 9/11 attacks contributed to the debate over national security and civil liberties. Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks. Develop an argument based on a variety of sources that compares George HW Bush's Iraq policy with George W. Bush's Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).	● Interactive Map: US in the Middle East 2001-2010 ● CHIPPO Primary Sources: ○ *"A Thousand Points of Light"* George H.W. Bush ○ *State of the Union Address, George W. Bush, 2002* ● Flipped Video: 9/11 Attacks ● Writing Workshop: Students will compare and contrast George HW Bush's Iraq policy with George W. Bush's ● You Decide: Is Liberty or Security More Important After 9/11? ● World Politics: The 9/11 Attacks on the Twin Towers ○ What are the effects of 9/11 that you can still see today? ● Stanford Edu History Read Like a Historian Assessments with Notes: Iraq Resolution	2 blocks

6.3.12.CivicsPD.1:	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.	• Students will choose their topic, develop a plan and send it to their chosen government official	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*

US History Interactive:
 	
• **Topic 19: America in the 1980's and 1990s**
  ○ Lesson 2: The Reagan Era
  ○ Lesson 5: Clinton and the 1990's
• **Topic 20: America in the Twenty-First Century**
  ○ Lesson 1: The George W. Presidency
  ○ Lesson 2: The Barack Obama Presidency
  ○ Lesson 4: Americans Look to the Future
	Scaffolded texts and ELL texts online

Articles:: • *Teens' message to lawmakers: try harder on climate change* • *Nobel award recognizes how economic forces can fight climate change* • *Julia Moves to the US* • *The Benefits That Place Like Dayton, Ohio Reap by Welcoming Immigrants* • *A Record Number of Women are Serving in the 177th Congress* • *Can America's Deep Political Divide Be Traced back to 1832?* • Article: Effects of Air Pollution on the Environment • "Overwhelmed" from I am Not Your Perfect Mexican Daughter • Surviving • Separation of Powers and the Government Shutdown • The US has a history of contested elections - here's what they teach us	Scaffolded online texts with text tools and features.

• The Reagan Years • President Obama's Farewell Speech • President Trump's address on border crisis and response from Democrat leaders • Supreme Court Justice RBG dies at 87 *Graphic organizers* *Political cartoons and analysis forms* *Primary Source documents*	
Stanford Edu History • *Beyond the Bubble Assessments:* • *Read Like a Historian Assessments with Notes:*	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit
• Use of visual and multisensory formats
  ○ *Videos*
  ○ *Interactive Gallery*
  ○ *Interactive Timeline*
• Use of prompts
  ○ *Quest Inquiry Project-Based Learning: Laissez Faire*
  ○ *Project Imagine: Immigration*
• Modification of content and student products
  ○ *Reduced answer choices*

    - *Reduced content*
- Testing accommodations
    - *Preferential Seating*
    - *Extended Time*
- Authentic assessments
    - *Quest Inquiry Project-Based Learning: Laissez Faire*
    - *Project Imagine: Immigration*

Specific Strategies and Practices that Support Gifted & Talented Students:

- Interest-based content
- Student-driven instruction

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Talk Read- Talk Write
    - *CHIPPO primary source documents*
- Teacher modeling
    - *CHIPPO primary source documents*
- Oral and Written directions
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
    - **Chapter 19: America in the 1980's and 1990s Notes**
    - **Chapter 20: America in the Twenty-First Century Notes**
    - Introduce key vocabulary before lesson

    - *Vocabulary list from US History Interactive*
- Work in a small group
    - *Differentiated learning*
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
    - **Topic 19: America in the 1980's and 1990s**
        - Lesson 2: The Reagan Era
        - Lesson 5: Clinton and the 1990's
    - **Topic 20: America in the Twenty-First Century**
        - Lesson 1: The George W. Presidency
        - Lesson 2: The Barack Obama Presidency
        - Lesson 4: Americans Look to the Future
- Leveled texts according to ability
    - *Brisk Learning*

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

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

Stage 1 Desired Results

Unit Title #: Unit 10 -Contemporary U.S.: International Policies (1970–Today)

Unit Summary: The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.

Unit Learning Targets

NJSLS Standards: Unit 11 - Contemporary United States: Interconnected Global Society (1970–Today)

6.1.12.CivicsPR.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.

6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.

6.1.12.HistoryCC.15.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.

6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations

6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.

6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget

6.1.12.HistorySE.15.a: Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.

6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

6.1.12.GeoHE16.a:Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking *(CS & DT)*:

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Climate Change: 6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

Unit Essential Questions:

1. What caused the collapse of the Soviet Union?
2. How has US foreign policy evolved since the Cold War?
3. How has the role of government in the US economy changed from the end of the Cold War to today?
4. Is the United States diplomatic?
5. What are the risks with nuclear weapons?
6. Why does the US have an important role in the United Nations?
7. What international conflicts have been caused by the US dependence on oil?

Unit Enduring Understandings:

1. Both internal problems and external pressures caused the collapse of communism in the Soviet Union.
2. Although the Cold War ended in the early 1990s, the United States continues a foreign policy of interventionism.
3. President Reagan prompted a reevaluation of the size and role of government in the economy compared to today's economy under President Joe Biden.

	4. President Nixon made great diplomatic strides in China and the USSR while Reagan helped to end the Cold War through his diplomacy efforts. 5. The Arms Race during the Cold War built nuclear weapons to unprecedented levels around the world. With nuclear weapons, comes great risk. 6. The US is one of 5 permanent members of the United Nations. Since joining the UN, the US has been involved in humanitarian efforts around the world. 7. As Americans continue to depend on oil, the United States has been involved in conflicts in the Middle East such as the Persian Gulf War.
Students will know: ● The collapse of the Soviet Union was caused by both internal problems and pressure by the United States. ● The United States has continually intervened in foreign affairs since the break-up of the Soviet Union and the Soviet States. ● The US Presidents, Ronald Reagan, George HW Bush, William Clinton, George W. Bush, Barack Obama and Joe Biden have all had their own economic agendas. ● Beginning with the Cold War, the US has used diplomatic efforts to resolve conflicts versus aggression. ● When the Arms Race concluded at the end of the Cold War, the world had enough nuclear power to destroy the world multiple times over. ● With the failure of the League of Nations, The United States became one of five permanent members of the United Nations to ensure its power and stability. ● Shortly after the end of the Cold War, the US found itself involved in the Persian Gulf War.	**Students will be able to:** ● Evaluate the factors that caused the collapse of communism in Europe and how it changed American foreign policy, including the role of Ronald Reagan. ● Assess the foreign and domestic policies pursued by the American government after the Cold War. ● Analyze the evolving and changing role of government, including its role in the American economy. ● Evaluate US diplomacy efforts under President Nixon and President Reagan. ● Assess the impact of nuclear power around the world. ● Analyze the impact of the US support of the United Nations and the Universal Declaration of Human Rights. ● Explain how western dependence on Middle Eastern oil may lead to conflicts.

Stage 2 Assessment Evidence

Summative Assessments:

Foreign Policy Assessment - Honors

DBQ: The Cold War Ends

Formative Assessments:

CHIPPO Primary Sources

Writing Prompts

Reading Assessments

Common Benchmark Assessments:

ERA 15 Assessment

Alternative Assessments: DBQ Essay on US Foreign Policy

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*
6.1.12.CivicsPR.15.a:	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.	Article: Jimmy Carter's Lasting Cold War Legacy ○ How did Carter shape America's Cold War strategy? ● DBQ: The Cold War Ends ○ Who deserves credit for the end of the Cold War? ● Stanford Edu History Read Like a Historian Assessments with Notes:NAFTA	1 block
6.1.12.CivicsHR.15.a:	Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.	● Article: *Triangular Diplomacy: US, USSR, & China* ○ *Who did triangular Diplomacy Benefit?* ■ Write a letter from Leonid Brezhnev to Nixon explaining your opinion on his	1 block

6.1.12.HistorySE.15.c:	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations	Triangular Diplomacy strategy. Be sure to address relations with China and Americans' thoughts on communism. ● Article: *The Cold War Ends* ○ *Was Reagan's aggression or diplomacy more responsible for the end of the Cold War?* ■ Reagan Doctrine	
6.1.12.HistoryCC.15.a:	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.	● Article: *Chernobal's Legacy* ● How many Nuclear weapons does the US have?	1 block
6.1.12.HistoryCC.15.b:	Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations	● Article: *The United Nations* ○ *Why does the world need the UN today?* ● CHIPPO Primary Source: *Universal Declaration of Human Rights* ● Article: *Russia Attacks Ukraine Shattering European Peace* ○ Should the US get involved?	1 block
6.1.12.HistoryCC.15.c: 6.1.12.EconNE.15.a:	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations. Assess economic priorities related to international and domestic needs, as reflected in the national budget	● CHIPPO the Budget Message of the President (Biden) ● Assess the president's economic priorities ● Determine the domestic and international priorities. ● Complete a PECS (Politics, Economy, Culture, Social) Chart of the time period. ● Stanford Edu History Read Like a Historian Assessments with Notes: Hurricane Katrina	2 blocks
6.1.12.HistorySE.15.a: 6.1.12.GeoHE16.a:	Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region. Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a	● Startup: A New World Order ● US Foreign Affairs Under George H.W. Bush ● Interactive Gallery: The Persian Gulf War ● Article: *Venezuela, Once an Oil Giant, Reaches an End of an Era.* ○ Compare and Contrast the US to Venezuela	1 block

	source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.		
6.3.12.HistoryCA.2 :	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.	• Students will select a foreign policy issue they want to examine and present possible actions.	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*

US History Interactive:
 	
• **Topic 19: America in the 1980's and 1990s**
  ○ Lesson 1: The Conservative Movement Surges
  ○ Lesson 3: The Cold War Ends
 	
Articles::
 	
• *Triangular Diplomacy: US, USSR, & China*
• *The Cold War Ends*
• *Chernobal's Legacy*
• *The United Nations*
• Primary Source: *Universal Declaration of Human Rights*
• *Jimmy Carter's Lasting Cold War Legacy*
• *Russia Attacks Ukraine Shattering European Peace*
• *Venezuela, Once an Oil Giant, Reaches an End of an Era.*
	Scaffolded texts and ELL texts online
	
	Scaffolded online texts with text tools and features.

Stanford Edu History	

• *Read Like a Historian Assessments with Notes:Reaganomics, AIDS Crisis, Iran Contra, NAFTA, Kyoto Protocol, Iraq Resolution, Hurricane Katrina*	

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
  - *Interactive Primary Source*
  - *Interactive Gallery*
- Use of prompts
  - *Who did triangular Diplomacy Benefit?*
  - *Was Reagan's aggression or diplomacy more responsible for the end of the Cold War?*
  - *Why does the world need the UN today?*
  - ***How did Carter shape America's Cold War strategy?***
  - ***Should the US get involved?***
  - ***Who deserves credit for the end of the Cold War?***
  - ***Compare and Contrast the US to Venezuela***
- Modification of content and student products
  - *Reduced answer choices*
  - *Reduced content*
- Testing accommodations
  - *Preferential Seating*
  - *Extended Time*
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:

- Interest-based content
- Student-driven instruction

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Talk Read- Talk Write
    - *CHIPPO primary source documents*
    - ***How did Carter shape America's Cold War strategy?***
    - ***Should the US get involved?***
    - ***Who deserves credit for the end of the Cold War?***
    - ***Compare and Contrast the US to Venezuela***
- Teacher modeling
    - *CHIPPO primary source documents*
- Oral and Written directions
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
    - **Chapter 19: America in the 1980's and 1990s Notes**
    - Introduce key vocabulary before lesson
    - *Vocabulary list from US History Interactive*
- Work in a small group
    - *Differentiated learning*
- Lesson taught again using a differentiated approach

- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
    - **Topic 19: America in the 1980's and 1990s**
        - Lesson 1: The Conservative Movement Surges
        - Lesson 3: The Cold War Ends
    - *Brisk Learning*

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

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

Stage 1 Desired Results

Unit Title #: Unit 11 - Contemporary United States: Interconnected Global Society (1970–Today)

Unit Summary: Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.

Unit Learning Targets

NJSLS Standards:

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

6.1.12.EconNE.16.a: Make evidenced-based inferences regarding the impact of technology on the global workforce and on entrepreneurship.

6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking ***(****CS & DT****)*****:**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Climate Change: 6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

Unit Essential Questions:

1. How has the media and technology impacted civic participation?
2. How has the US government tried to address ethical issues in science, business, and technology?
3. Has the US been effective in addressing economic issues at home and in other countries?
4. What impact have fossil fuels have on the world's climate?
5. What has been the impact of technology on the global workforce?
6. Has international trade affected the US Economy and workforce?
7. How has social media promoted American culture around the world?
8. What has caused the separation of two economic classes (rich and poor)?

Unit Enduring Understandings:

1. The foundation of democracy is to rely on strong civic engagement. Today, it is widely recognized that digital technologies offer exciting opportunities to facilitate a stronger and more inclusive civil society.
2. The government has organizations, such as the National Institute of Standards and Technology, the Office of Science and Technology Policy (OSTP), and the Office of American Innovation, and the US Defense Advanced Research Projects Agency (DARPA).
3. Entering the 21st century, the US is unchallenged as the world's economic leader. Economic engagement with the rest of the world has played a key part in the success of the U.S. economy.
4. When fossil fuels are burned, they release large amounts of carbon dioxide, a greenhouse gas, into the air. Greenhouse gasses trap heat in our atmosphere, causing global warming.
5. Automation, digital platforms, and other innovations are changing the fundamental nature of work. Many activities that workers carry out today have the potential to be automated. At the same time, more and more people are working from home using the technology relied upon during the pandemic.
6. Trade creates jobs. International trade lowers the cost and increases the variety of U.S. consumer purchases, benefits U.S. workers who make exports and those who rely on imports as key inputs, and helps fuel innovation, competition, and economic growth.

	7. Almost everyone utilizes one social media platform or another regularly, with the result being an immense change in how people communicate and interact with each other, not just online but in the "real world" as well. American culture is being disseminated on every social media platform around the world. 8. Economic gaps are growing in several different ways, including family structure, education, lifestyle, and geography.
Students will know: ● Strong civic engagement includes participation in, national, and local elections. Individual members of society take a proactive role in shaping and contributing to public life. ● The internet brings convenience to our everyday lives, but raises issues around privacy. Virtual reality can educate us, but can also be addictive. Ethical issues arise with the invention of new technologies. However, if government organizations are at the forefront of testing these technologies and setting the standards for usage, they will help to ensure the protection of the citizens and businesses. ● America's increasing economic interdependence with the rest of the world, is known as "globalization." ● Due to the burning of fossil fuels, the average global temperature has increased by 1 degree celsius. ● New technologies have the potential to upend much of what we know about the way people work. But disruption is an opportunity as well as a challenge—given the promise of digital talent platforms and new options for independent work. We have yet to reach the full potential of digitization across the global economy. ● More than 40 million American jobs depend on trade, and trade is critical to the success of many sectors of the U.S. economy. Growth. According to economic data from the Federal Reserve Bank of St. Louis, U.S. real manufacturing output has risen by nearly 80% over the past 25 years.	**Students will be able to:** ● Describe how media and technology has impacted civic participation ● Analyze government efforts to address issues in science, medicine, and business that arise from the global use of new technologies. ● Assessthe effectiveness of the United States government in addressing economic issues. ● Explain why natural resources continue to be a source of conflict and the impact of climate change. ● Assess the impact of technology on the global workforce. ● Assess the impact of international trade on the United States economy and workforce. ● Analyze the impact of American culture on other world cultures ● Explain the impact of social media on the dissemination of American culture. ● Evaluate the widening of the gap between the two economic classes.

• The social media effect is palpable. You can share content one day and the next thing you know, your website is gaining traffic because people responded to your content. Furthermore, people are consuming American social media videos at an incredible rate. • The American classes are parting, slowly but surely, away from one another. This separation is most obvious in terms of income where the people at the top have been prospering while the majority lags behind.	

Stage 2 Assessment Evidence

Summative Assessments:

Interconnected Global Society Common Assessment

Formative Assessments:

CHIPPO Primary Sources

Common Benchmark Assessments:

ERA 15 Assessment

Alternative Assessments:

DBQ Essay on US International Policy

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** *(Days or Weeks)*
6.1.12.CivicsPD.16 .a:	Construct a claim to describe how media and technology has impacted civic participation and deliberation.	• Has media and technology had a positive or negative impact on civic participation?	1 block

		○ Students will research technology's effect on civic participation in the US and write a claim. ● Article: *It Takes A Long Time To Vote* ○ Why are voting times inconsistent across the country? ● Article: *From Silence to Tweets: How Presidential Campaigns Have Changed.* ○ How has technology transformed presidential campaigns?	
6.1.12.CivicsPR.16.a:	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.	● Article: *Some Devices Recognize Your Face. Is That A Good Thing?* ○ Use at least three pieces of evidence from the article to answer the prompt. ● Article: *TikTok: Is This Popular App for Teen a National Security Threat?* ○ Write an email to friends to tell them the pros and cons of TikTok so they can make an informed decision before downloading the app.	1 block
6.1.12.HistoryCC.16.a:	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.	● Complete PECS (politics, Economics, Culture, Social) Chart of the time period	1 block
6.1.12.GeoHE16.a:	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution	● Article: *World Thirst for oil keeps growing with SUVs key culprit.* ● Article: *Final Call to Halt Climate Catastrophe* ● Interactive Gallery: Efforts To Manage the Environment	1 block

	and sustainability of natural resources and climate change.	• Digital Activity: The World Today 3-D • Article*: New Technologies Might Help Keep Drought-Prone farms Green* ○ Choose one invention from the text. Construct an argument for how the invention improves ways humans use water in agriculture.	
6.1.12.EconNE.16.a:	Make evidenced-based inferences regarding the impact of technology on the global workforce and on entrepreneurship.	• Article: *The Globalization Challenge: The US Role in Shaping World Trade and Investment*	1 block
6.1.12.EconGE.16.a:	Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.	• Analyze the social class chart from 2008 to 2014 • Analyze the Total Income Chart from 1970-2013 • Analyze the Real Household Income Chart from 1967-2013 • Start up: Achieving The American Dream	1 block
6.1.12.HistoryUP.16.a:	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.	• Article: *The Impact of Social Media on American Culture: How Social Media Affects Us* • Flipped Learning: Global Diffusion of American Culture • Article: *What Makes TikTok Unique?* ○ Do you agree with the author's claim that all of these features are unique and beneficial to users? Why or why not?	1 block

6.1.12.HistoryCC.16.b:	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.	• Article: *Money Buys Even More Happiness Than It Used To*
		  ○ What did the author find in her study?
		  ○ What did the chart show?
		  ○ How have different classes of people been impacted?
			1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*

US History Interactive: ● **Topic 20: America in the Twenty-First Century** ○ Lesson 4: Americans Look to the Future ***Articles:*** ● *Some Devices Recognize Your Face. Is That A Good Thing?* ● *World Thirst for oil keeps growing with SUVs key culprit.* ● *Final Call to Halt Climate Catastrophe* ● *The Globalization Challenge: The US Role in Shaping World Trade and Investment* ● *The Impact of Social Media on American Culture: How Social Media Affects Us* ● *What Makes TikTok Unique?* ● *Money Buys Even More Happiness Than It Used To* ● *It Takes A Long Time To Vote* ● *TikTok: Is This Popular App for Teen a National Security Threat?* ● *New Technologies Might Help Keep Drought-Prone farms Green* *Graphic organizers* *Political cartoons and analysis forms* *Primary Source documents*	Scaffolded texts and ELL texts online Scaffolded online texts with text tools and features.
Stanford Edu History ● ***Beyond the Bubble Assessments:*** ● ***Read Like a Historian Assessments with Notes:*** ●	

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
    - *Flipped Learning Video*
    - *Interactive Gallery*
- Use of prompts
    - *What Makes TikTok Unique?*
    - *What did the author find in her study?*
    - *What did the chart show?*
    - *How have different classes of people been impacted?*
    - ***Write an email to friends to tell them the pros and cons of TikTok so they can make an informed decision before downloading the app.***
    - ***Choose one invention from the text. Construct an argument for how the invention improves ways humans use water in agriculture.***
    - ***Why are voting times inconsistent across the country?***
- Modification of content and student products
    - *Reduced answer choices*
    - *Reduced content*
- Testing accommodations
    - *Preferential Seating*
    - *Extended Time*
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:

- Interest-based content
- Student-driven instruction

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Talk Read- Talk Write
    - *CHIPPO primary source documents*
    - ***Write an email to friends to tell them the pros and cons of TikTok so they can make an informed decision before downloading the app.***
    - ***Choose one invention from the text. Construct an argument for how the invention improves ways humans use water in agriculture.***
    - ***Why are voting times inconsistent across the country?***
- Teacher modeling
    - *CHIPPO primary source documents*
- Oral and Written directions
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support At-Risk Students:
Specific examples applied to the unit

- Guided notes and/or scaffold outline for written assignments
    - **Topic 20: America in the Twenty-First Century Notes**
    - Introduce key vocabulary before lesson
    - *Vocabulary list from US History Interactive*
- Work in a small group
    - *Differentiated learning*
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
    - Lesson 4: Americans Look to the Future
    - *Brisk Learning*

Specific Strategies and Practices that Support Students with 504 Plans:
Specific examples applied to the unit

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