Pascack Valley Regional High School District

Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey

Course Name: Advanced Placement United States History II

Born on: August, 2020
Current Revision: July, 2026
Board Approval: 8/24/2026

AP U.S. HISTORY II: Course Description

Advanced Placement United States History II is the second course in the district's two-year AP U.S. History sequence. It examines the development of the United States from the post-Civil War era through contemporary America, including industrialization and the Progressive Era, imperialism and the world wars, the Great Depression and New Deal, the Cold War, the Civil Rights Movement, the Vietnam era, the conservative resurgence, and recent domestic and foreign-policy developments. New Jersey history, African American history, the contributions of women and historically underrepresented groups, career connections, civic values, and current events are integrated throughout the course. Instruction emphasizes college-level reading, primary- and secondary-source analysis, historiography, contextualization, comparison, causation, continuity and change, evidence-based argumentation, and timed writing. Students prepare for AP-style stimulus-based multiple-choice questions, short-answer questions, long essays, and document-based questions while developing the independence and scholarly habits expected in an introductory college U.S. history course.

Student Outcomes:

Helping students develop and effectively use a wide variety of skills is a central purpose of social studies. These skills are central to one's learning throughout life. A command of these tools will be of assistance to students in understanding their society and in becoming productive members of the American community. Students will be able to:

- Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives
- Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world
- Critically analyze information, make ethical judgments, and responsibly address controversial issues
- Communicate through rational, persuasive written and oral arguments about controversial issues
- Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions
- Take actions that result in a more equitable society
- Analyze sources of prejudice and discrimination and propose solutions to eliminate them
- Evaluate evidence from primary and secondary sources
- Develop and practice debating skills
- Write a valid Document Based Essay
- Continue to develop research skills through the use of electronic sources, such as scholarly articles from online databases
- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence
- Compare and contrast points of view from multiple authors or sources
- Recognize cause and effect
- Analyze and evaluate historical patterns of continuity and change over time
- Identify, analyze and synthesize information on maps, charts, graphs, photos, etc.
- Analyze cartoons as a means of expressing viewpoints
- Identify and understand what constitutes differences and duration of various historical periods
- Comprehend and understand historical chronology and timelines

AP students will also be able to:

- Demonstrate content knowledge and historical reasoning comparable to an introductory college United States history course
- Identify and evaluate major historical interpretations and explain how historians construct arguments from evidence
- Analyze source context, audience, purpose, point of view, limitations, and historical situation
- Evaluate and synthesize conflicting evidence to construct persuasive historical arguments
- Compare short- and long-term causes and effects and analyze the interaction of multiple causes and consequences
- Connect patterns of continuity and change to broader historical processes, themes, and periods
- Write timed short-answer responses, long essays, and document-based essays using relevant evidence and historical reasoning
- Apply insights from the past to other historical contexts and to contemporary civic questions

Interdisciplinary Connections
Teachers will combine, integrate and infuse disciplines as needed. ELA reading, writing, speaking and listening assignments are infused throughout the curriculum to develop basic reading and comprehension skills. Other suggestions for interdisciplinary connections:

- Career Transition
- Mathematics and Business can be combined with economic units
- Science can be combined with discussion of climate change
- Art, music and literature will be called upon to supplement what is learned in history and develop cross-curricular development
- The teacher will collaborate with the library media specialist on research units

Accommodations and Modifications: Each unit has examples of possible accommodations/modifications. Charts of accommodations/ modifications are found at the end of the document.

Amistad/Holocaust/LGBTQ+/Climate Change/AAPI/DEI Connections

Amistad Connection:
In Unit 1, The Gilded Age and Progressive Era, students examine discrimination against African Americans in employment and organized labor, their contributions to industrialization, and the contrasting philosophies of Booker T. Washington and W.E.B. Du Bois. Unit 2 examines segregation in the armed forces, the service of Black soldiers during World War I, and the Great Migration. Unit 3 addresses the Harlem Renaissance, anti-lynching activism, and African American contributions to American culture. Units 4 and 5 examine the unequal effects of the Great Depression, the Black Cabinet, New Deal policies, and changes in African American political participation. Unit 6 examines the service of African Americans during World War II and the Double V campaign. Units 7 and 8 trace the development, strategies, leaders, achievements, and continuing challenges of the Civil Rights Movement. Later units connect these developments to voting rights, education, housing, employment, criminal justice, and ongoing efforts to address the vestiges of slavery and racial discrimination.

Holocaust Connections:
United States History II addresses bias, prejudice, bigotry, antisemitism, propaganda, dehumanization, exclusion, bullying, genocide, resistance, and civic responsibility. Units 1 and 3 examine nativism, antisemitism, immigration restrictions, and the discrimination experienced by Jewish immigrants and other minority communities. Unit 6 provides sustained instruction on the Holocaust, including Nazi ideology and discriminatory laws, the persecution and murder of European Jews and other targeted groups, resistance, bystander behavior, liberation, the American response to Jewish refugees, antisemitism within the State Department, and the creation of the War Refugee Board. Students evaluate how individuals, institutions, and governments can prevent, resist, or enable persecution and connect historical study to the responsibilities of citizens in confronting hatred and harassment.

LGBT/Disabilities:

The curriculum includes instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, transgender, and queer people. Students examine urban community formation, the effects of eugenics and forced sterilization, Buck v. Bell, and discrimination in law, employment, education, medicine, the military, and public life. Individuals and movements may include Jane Addams and Mary Rozet Smith, Henry Gerber and the Society for Human Rights, Harry Hay and the Mattachine Society, George Takei, James Baldwin, Marsha P. Johnson, the Stonewall uprising, Harvey Milk, and Billie Jean King. The course also examines the repeal of sodomy laws, military service policies, and Obergefell v. Hodges. Disability history includes the work and experiences of Helen Keller, Franklin D. Roosevelt, disabled veterans, disability-rights activists, and the passage and impact of the Americans with Disabilities Act of 1990.

Climate Change:

The climate and environmental connections in United States History II examine the effects of industrialization, resource extraction, mechanized agriculture, conservation, environmental justice, and climate change. Students study land degradation during rapid industrial growth, the conservation movement, the Dust Bowl, the Tennessee Valley Authority, the Civilian Conservation Corps, the modern environmental movement, and federal environmental legislation. Contemporary instruction considers how rising temperatures, extreme weather, pollution, and changing landscapes affect communities, public policy, migration, economic choices, and competing regional interests.

Asian Americans & Pacific Islanders:

The history and contributions of Asian Americans and Pacific Islanders are integrated throughout United States History II. Students examine migration, community formation, labor organizing, cultural contributions, military service, citizenship, and political activism. Topics include exclusion and quota laws, Angel Island, South Asian and Sikh immigration, Filipino and Pacific Islander labor, anti-Asian violence, Japanese American incarceration, AAPI service during World War II, the Immigration and Nationality Act of 1965, farmworker activism, and later civil-rights movements. Students evaluate both the contributions of AAPI communities and the federal, state, and local policies that produced exclusion, segregation, and unequal treatment.

Diversity, Equity, and Inclusion (DEI):

Diversity is the presence of differences that may include race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious commitment, and/or political perspective. Populations that have been, and remain, underrepresented among practitioners in the field and marginalized in the broader society. For example: Unit I - women and Chinese immigrants, Unit II - black soldiers in America, and Unit IV - Dust Bowl migrants. Equity is promoting justice, impartiality and fairness within the procedures, processes, and distribution of resources by institutions or systems. Inclusion is an outcome to ensure those that are diverse actually feel and/or are welcomed. To that end, this can be achieved through consideration of diverse histories, experiences and perspectives that promote the dignity and respect of all individuals. This can be seen through the lenses of the Amistad Connection, Holocaust Connections, LGBT/Disabilities, and AAPI, as well as other underrepresented groups in our nation's history. These resources and experiences are listed throughout this curriculum.

Two-Year Advanced Placement United States History Sequence: Advanced Placement United States History I and Advanced Placement United States History II collectively provide the required two-year sequence in United States history. AP U.S. History I addresses approximately 1491 through the end of the nineteenth century; AP U.S. History II continues from the Gilded Age through contemporary America and completes preparation for the Advanced Placement examination.

NJSLS Social Studies Practices

Practice	Coursewide Evidence
1. Developing Questions and Planning Inquiry	Compelling and supporting questions are developed through essential questions, current-event inquiries, research tasks, and DBQ investigations.
2. Gathering and Evaluating Sources	Students evaluate credibility, context, perspective, relevance, corroboration, and limitations in primary and secondary sources.
3. Seeking Diverse Perspectives	Students compare the experiences and interpretations of African Americans, women, immigrants, AAPI communities, Indigenous peoples, LGBTQ+ persons, people with disabilities, veterans, workers, and other groups.
4. Developing Claims and Using Evidence	Students construct defensible historical claims supported by accurate evidence, sourcing, and historical reasoning.
5. Presenting Arguments and Explanations	Students communicate conclusions through essays, DBQs, debates, presentations, simulations, research products, and AP-style written responses.
6. Engaging in Civil Discourse and Critiquing Conclusions	Students discuss controversial issues respectfully, evaluate competing claims, question assumptions, and revise conclusions in light of evidence.
7. Taking Informed Action	Students apply historical understanding to civic questions, public-policy issues, community concerns, voting, advocacy, and proposed solutions.

Standard 6.3 Evidence

Standard	Application	Course Evidence
6.3.12.CivicsPD.1	Civic participation, civil discourse, voting, public-policy deliberation, and advocacy	Units 7-10
6.3.12.CivicsHR.1	Human rights, antisemitism, the Holocaust, Japanese American incarceration, civil rights, LGBTQ+ rights, and disability rights	Units 1, 3, 6, 8-10
6.3.12.GeoGI.1	Migration, immigration, urbanization, the Great Migration, Dust Bowl migration, suburbanization, environmental change, and globalization	Units 1, 3-5, 7, and 10
6.3.12.EconGE.1	Industrialization, labor, inequality, the Great Depression, the New Deal, government regulation, and globalization	Units 1, 4, 5, and 10
6.3.12.HistorySE.1	Use of historical evidence to evaluate systemic injustice, competing interpretations, and long-term policy consequences	Units 1, 3, 6, and 8-10
6.3.12.HistoryCA.1 / 6.3.12.HistoryCA.2	Causal analysis and informed civic action based on historical evidence	Units 2 and 6-10

Assessment System

Formative assessments include source analysis, maps, graphs, political cartoons, images, discussions, short writing, homework, class activities, quizzes, AP-style skill checks, and checks for understanding. Summative assessments include unit tests, stimulus-based multiple-choice questions, short-answer questions, long essays, document-based questions, research products, debates, simulations, presentations, and performance tasks. Three district common benchmark assessments are administered each year using DBQ Project-based tasks aligned to the NJSLS Social Studies Practices and historical-thinking skills. AP Classroom and other College Board-aligned practice may be used to monitor readiness for the AP examination. Alternate assessments allow students to demonstrate the same standards through approved written, oral, visual, performance-based, or technology-supported products, consistent with IEPs and 504 plans.

Materials, Accommodations, and Interdisciplinary Evidence

Each unit identifies core and supplemental materials, including primary sources, secondary sources, maps, charts, graphs, images, oral histories, audiovisual resources, databases, and grade-appropriate historical texts. Unit-level and appendix-based accommodations address students with IEPs, students with 504 plans, multilingual learners, students not yet at grade-level proficiency, at-risk students, and gifted and talented students. Interdisciplinary connections include ELA, mathematics, science, visual and performing arts, business, technology, career readiness, financial literacy, and library-media research. Computer Science and Design Thinking standards 8.1 and 8.2 are integrated through data analysis, digital research, ethical evaluation of technology, and investigation of technological and environmental change.

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Content/Topic: Unit 1	Key Learning Items/Concepts:	Observable Proficiencies & Skills:	NJSLS	Benchmark Performance & Assessments:	Suggested Materials:
The Gilded Age & The Progressive Era **Time: 15 classes** **Content Statements:** Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups. Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. **Essential Questions:** How did the Industrial Era define the US as a modern nation, specifically with regards to the consequences of industrialization, immigration, and urbanization? Were Progressives successful at achieving their goals?	▪ Big Business ▪ Industrialization ▪ Immigration ▪ Urbanization ▪ The Gilded Age ▪ De facto Segregation ▪ Political Boss ▪ Political Machine ▪ Education Reforms ▪ Horizontal Integration ▪ Vertical Integration ▪ Triangle Shirtwaist Fire ▪ NAACP ▪ Women's Suffrage ▪ Elizabeth Cady Stanton ▪ Susan B. Anthony ▪ Alice Paul ▪ Lucy Stone ▪ Muckraker ▪ The Progressive Era ▪ William Taft ▪ Theodore Roosevelt	**Technological Innovation** Evaluate the effects of technological advances in the development of the United States over time. **The Rise of Industrial Capitalism** Examine the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898. **Labor in the Gilded Age** Examine the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898. **Immigration and Migration in the Gilded Age** Determine and analyze how cultural and economic factors affected migration patterns over time. **Responses to Immigration in the Gilded Age** Compare and contrast the various responses to immigration in the period over time. **Development of the Middle Class** Examine the causes of	Social Studies 6.1.12.CivicsDP.5.a 6.1.12.EconEM.5.a 6.1.12.GeoHE.5.a 6.1.12.GeoPP.5.a 6.1.12.EconEM.5.a 6.1.12.HistoryNM.5.a 6.1.12.HistoryNM.5.b 6.1.12.HistoryCC.5.a 6.1.12.HistoryUP.5.a 6.1.12.HistoryCA.5.a 6.1.12.CivicsDP.6.a 6.1.12.CivicsDP.6.b 6.1.12.CivicsPR.6.a 6.1.12.GeoHE.6.a 6.1.12.GeoGM.6.a 6.1.12.EconEM.6.a 6.1.12.HistoryCC.6.b 6.1.12.HistoryCC.6.c 6.1.12.HistoryCC.6.d 6.1.12.HistoryCA.6.a 6.1.12.HistorySE.14.a CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2 9.4.12.TL.1 ELA RI.MF.11-12.6, RI.CR.11-12.1 , RI.PP.11-12.5, W.WP.11-12.4 Interdisciplinary: Language Arts: (1) Write a 2-page argument regarding the legacy of the Captains of Industry/Robber	Unit Test S Essay or Authentic Assessment S Quizzes F HW assignments F Class Activities F Political Cartoon Analysis F Image Analysis F Primary Source Analysis F DBQ S Alternate Assessment (A): Approved oral, visual, written, performance-based, or technology-supported product aligned to the same standards and skills.	Triangle Shirtwaist Fire Political Cartoons and Primary Sources *Survivor interviews (women and immigrants)* *Jacob Riis – "How the Other Half Lives" and photographs of tenements* Howard Zinn, Chapter 11: "Robber Barons and Rebels" Graphic Organizer: Big Business Methods *Lincoln Steffens – "Shame of Cities"* **Iron Jawed Angels** (DVD) *Alice Paul describes forced feeding* Ida B Wells speech on lynching Lucy Stone letter sent to Antoinette Brown Blackwell in 1870. The letter concerns an effort to consolidate two suffrage organizations, the National Woman Suffrage Association and Stone's own American Woman Suffrage Association, despite their divergent political views.

	▪ Woodrow Wilson ▪ Paterson Silk Strike (1913)	increased economic opportunity and its effects on society. **Reform in the Gilded Age** Assess how different reform movements responded to the rise of industrial capitalism in the Gilded Age. **Controversies over the Role of Government in the Gilded Age** Evaluate continuities and changes in the role of the government in the U.S. economy. **Politics in the Gilded Age** Compare and contrast the similarities and differences between the political parties during the Gilded Age. **Continuity and Change** Explain the extent to which industrialization brought changes from 1865 to 1898. **The Progressives** In what way did debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens. How did geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity? Why did the development of America impact the	Barons. (2) Deliver a presentation about the Progressive Era. Math: Analyze the number of immigrants coming into the United States in the late 19th/early 20th century. ELA RI.AA.11-12.7 W.SE.11-12.6 Mathematics MP.3 S-ID.A.2 Art 1.5.12prof.Cn11a Technology and 21st Century Themes & Skills 9.4.12.CT.2 9.4.12.IML.8 Computer Science 8.1.12.IC.3 8.1.12.DA.5 **Additional NJSLS Connections** 6.3.12.EconGE.1 6.3.12.GeoGI.1 8.2.12.ETW.4		*Upton Sinclair – "The Jungle"* Graphic Organizer: The Progressive Era, Laws and Reforms Political cartoons on Prohibition and Woman's Suffrage *Thomas Nast – Political Cartoons, Boss Tweed* *Chief Joseph "I surrender speech"* *Asian Americans in the American Experience series* *Indian Boarding School primary sources* *Lynching in America documents from the EJI* *Exploring America's response to Japanese immigration through primary sources.* **Japanese in San Francisco Lesson Plan** **Chinese Exclusion Act 1882 PBS *Asian in America*** ***Chinese Exclusion Act Document analysis*** **Chinese Exclusion Act Thomas Nast Cartoons** **Chinese Exclusion Act Lesson Plan**

		environment and reshape geography, leading to debates about environmental and geographic issues? **Skills:** See Appendix B **Differentiation for Diverse Learners/ Accommodations** **Special Ed/504:** Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an outline for writing assessments **Multilingual Learners:** Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes **At Risk Students:** Provide copies of presentations and notes Extended time on assignments **Gifted and Talented:** Vary level of reading and primary source documents			**When did Sikhs come to America? Along with the Bellingham Riots (anti-Sikh) Lesson Plan** South Asian Muslim immigration video **Angel Island Immigration Station 1910-1940** Angel Island video and lesson plan Tape v. Hurley (1885) - overturns segregation for Chinese in CA, but then leads to schools for "Mongolians" so as to not integrate schools. Video: Tape v. Hurley Discrimination and violence perpetrated towards Chinese laborers by Knights of Labor members: **Rock Spring Massacre in Wyoming** **America as a history of immigration and xenophobia By Erika Lee (historian TED Talk)** **Chinese-Americans in California-1870s** **Chinese-Americans in California-1880s** The Asian-American Education Project Swami Vivekananda's Address at the World

					Parliament of Religions, Chicago, 1893 - Hindu monk who introduced Vedanta--universality of religions at the Chicago Art Institute Sakadas - Filipino Contract Laborers in Hawaii (unionizing in sugar industry) 1906-1946 • Documentary on the Sakadas Chinese-Americans in the 1890s- Chinese-Americans in California-1900s Alien Land Law - prohibiting Asians from owning land (CA as well as other states during the 1920s) AFL-CIO AAPI labor activists Issues in Social Studies: Unity and Diversity (Annenberg Learner) Supporting Curricular Promotion and Intersectional Valuing of Women in History and Current Events (National Council for the Social Studies) The life and work of Mary Rozet Smith and Jane Addams

Content/Topic: Unit 2 Imperialism and World War I	Key Learning Items/Concepts:	Observable Proficiencies & Skills:	NJSLS Social Studies	Benchmark Performance & Assessments:	Suggested Materials:
Time: 12 classes **Content Statements:** United States involvement in World War I affected politics, the economy, and geopolitical relations following the war. **Essential Questions:** To what extent was this period of imperialism consistent with American ideals of morality and democracy?	▪ Imperialism ▪ Big Stick Diplomacy ▪ Dollar Diplomacy ▪ Moral Diplomacy ▪ The Spanish American War ▪ Monroe Doctrine ▪ Lusitania ▪ Unrestricted Submarine Warfare ▪ Espionage Act ▪ Sedition Amendment ▪ Technological Advancements ▪ War effort and effect on workforce ▪ Public opinion regarding the war ▪ League of Nations ▪ Treaty of Versailles ▪ Woodrow Wilson ▪ Isolationism	**Imperialism: Debates** Examine the similarities and differences in attitudes about the nation's proper role in the world at the dawn of the 20th Century. **The Spanish - American War** Analyze the effects of the Spanish–American War. **The Progressives** Compare the goals and effects of the Progressive reform movement. Compare attitudes toward the use of natural resources from 1890 to 1945. **World War I: Military and Diplomacy** Differentiate and explain the causes and consequences of **U.S. involvement in World War I.** World War I: Home Front Assess the causes and effects of international and internal migration patterns over time. **Skills:** See Appendix B **Differentiation for Diverse Learners/ Accommodations** **Special Ed/504:** Provide copies of notes and presentation	6.1.12.CivicsDP.7.a 6.1.12.EconNM.7.a 6.1.12.HistoryCC.7.a 6.1.12.HistoryCA.7.a 6.1.12.HistoryCA.7.b 6.1.12.HistoryCA.7.c 6.1.12.HistoryUP.7.a CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2 9.4.12.TL.1 ELA RI.AA.11-12.7, RI.CT.11-12.8, W.WP.11-12.4 Interdisciplinary: Language Arts: Write a 5-paragraph informative essay regarding the reasons for America's entry into World War I. Math: Analyze the economic impact of World War I. ELA RI.AA.11-12.7 W.SE.11-12.6 Mathematics MP.3 S-ID.A.2 Art 1.5.12prof.Cn11a	Unit Test S Essay or Authentic Assessment S *Suggestion: Letter from the Trenches* F Quizzes F HW assignments F Class Activities F Primary Source Analysis F Political Cartoon Analysis F DBQ S Alternate Assessment (A): Approved oral, visual, written, performance-based, or technology-supported product aligned to the same standards and skills.	African American recruiting posters for WWI from Gilder Lehrman Institute Teaching Black History Year-Round Requires Rigorous Sight (Edutopia) The Harlem Hellfighters PBS resources Harlem Hellfighters - Homecoming Parade Map of Europe, 1914-1918 Trench Poems Political Cartoons – League of Nations Graphic Organizer: The Spanish American War Wilson's Fourteen Points Digital History – WWI: Primary Sources Woodrow Wilson Library The Century: Shell Shock (DVD) Ghadar Party (anti-British colonization group of Indian immigrants) founded in San Francisco, 1913 - trial in San Francisco during WWI (collusion with German - charge: violation of U.S. neutrality)

		Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an outline for writing assessments **Multilingual Learners:** Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes **At Risk Students:** Provide copies of presentations and notes Extended time on assignments **Gifted and Talented:** Vary level of reading and primary source documents	Technology and 21st Century Themes & Skills 9.4.12.CT.2 9.4.12.IML.8 Computer Science 8.1.12.IC.3 8.1.12.DA.5 **Additional NJSLS Connections** 6.3.12.HistoryCA.1 8.2.12.EC.1		Letter from W.E.B. Du Bois to Woodrow Wilson about race in America Images of Black WWI soldiers Issues in Social Studies: Unity and Diversity (Annenberg Learner)
Content/Topic: Unit 3 **The Roaring Twenties** **Time: 10 classes** **Content Statement:** 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. **Essential Questions:** How does the decade of the 1920s represent a stark clash between the	**Key Learning Items/Concepts:** ▪ Red Scare ▪ Palmer Raids ▪ Sacco and Vanzetti ▪ Isolationism ▪ Warren G. Harding ▪ Teapot Dome Scandal ▪ Immigration Act of 1924	**Observable Proficiencies & Skills:** **1920s: Innovations in Communication and Technology** Measure the causes and effects of the innovations in communication and technology in the United States over time. **1920s: Cultural and Political Controversies** Evaluate the causes and effects of international and	**NJSLS** Social Studies 6.1.12.CivicsHR.8.a 6.1.12.GeoHE.8.a 6.1.12.EconET.8.a 6.1.12.EconNM.8.a 6.1.12.HistoryCC.8.a 6.1.12.HistoryCC.8.b 6.1.12.HistoryCC.8.c 6.1.12.HistorySE.14.a CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2	**Benchmark Performance & Assessments:** Unit test S Unit quizzes F Homework Assignments F Class Activities F	**Suggested Materials:** Venn Diagram – Rural Life vs. Urban Life Political Cartoons – Scopes Trial and Sacco and Vanzetti Chart – Prohibition, Causes and Effects Digital History – Controversies of the 1920s

traditional American ideals of the past and the emerging value system of modern America? To what extent did the results of World War I have an impact on the social, economic and political landscape of the United States during the 1920s? What is civic financial responsibility? Why is this term relevant to a study of the Boom to Bust period of 1920s.	▪ Prohibition ▪ Scopes Trial ▪ Henry Ford ▪ Consumer Economy ▪ Model T ▪ Jazz Age ▪ The New Woman ▪ Speculation ▪ Harlem Renaissance ▪ Great Migration ▪ Anti-Lynching Movement	internal migration patterns over time. Interpret the causes and effects of developments in popular culture in the United States over time. **Skills:** See Appendix B **Differentiation for Diverse Learners/ Accommodations** **Special Ed/504:** Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an outline for writing assessments **Multilingual Learners:** Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes **At Risk Students:** Provide copies of presentations and notes Extended time on assignments	9.4.12.TL.1 ELA RI.CR.11-12.1, RI.CI.11-12.2, RI.IT.11-12.3 , RI.PP.11-12.5, RI.AA.11-12.7 W.IW.11-12.2, W.SE.11-12.6 Interdisciplinary: Language Arts: Write a one-paragraph response regarding America's attempt at isolationism in the 1920s. ELA RI.AA.11-12.7 W.SE.11-12.6 Mathematics MP.3 S-ID.A.2 Art 1.5.12prof.Cn11a Technology and 21st Century Themes & Skills 9.4.12.CT.2 9.4.12.IML.8 Computer Science 8.1.12.IC.3 8.1.12.DA.5	Essay or Authentic Assessment S Alternate Assessment (A): Approved oral, visual, written, performance-based, or technology-supported product aligned to the same standards and skills.	Mitchell Palmer – "A Case Against the Reds" (History Matters) Scottsboro Boys PBS materials Langston Hughes poetry The Great Migration by Jacob Lawrence Native American Citizenship Act 1924 *The Heartbeat of Wounded Knee: Native America from 1890 to the Present* by David Treuer **Immigration Quota Acts 1924, 1927** **Powerpoint on Immigration Quota Law** **History of Immigration with answers** Ozawa v. United States and United States v. Bhagat Singh Thind - Defining Race **Tape v. Hurley, Lum v. Rice - School Segregation** Lum v. Rice (1927) - Segregation of school applied to Asian Americans as well as Black Americans **Expatriation Act 1907 and Anti-Miscegenation Laws** **Ibrahim Chowdry and Harlem Bengalis**

		Gifted and Talented: Vary level of reading and primary source documents	**Additional NJSLS Connections** 6.3.12.CivicsHR.1 6.3.12.HistorySE.1 8.2.12.EC.3		**Novel Bengali Harlem** **Hollywood: Anna May Wong, Sessue Hayakawa, Yellowface, Fu Manchu** The Asian-American Education Project The Pansy Craze Henry Gerber and the Society for Human Rights. Issues in Social Studies: Unity and Diversity (Annenberg Learner) Teaching Black History Year-Round Requires Rigorous Sight (Edutopia) Contextualizing LGBT+ History within the Social Studies Curriculum (National Council for the Social Studies) Incorporating LGBTQIA+ Content in History Lessons (Edutopia) Queer America Podcast (Learning for Justice)
Content/Topic: Unit 4 **The Great Depression** **Time: 10 classes** **Content Statement:** The Great Depression resulted from government economic policies, business	**Key Learning Items/Concepts:** ▪ Stock Market Crash of 1929 ▪ Great Depression	**Observable Proficiencies & Skills:** **The Great Depression** Illustrate and analyze the causes of the Great **Depression and its effects on the economy.**	**NJSLS** **Social Studies** 6.1.12.GeoHE.9.a 6.1.12.EconNE.9.a 6.1.12.EconNE.9.b 6.1.12.EconNE.9.c 6.1.12.EconNE.9.d 6.1.12.HistoryCA.9.a 6.1.12.HistoryUP.9.a	**Benchmark Performance & Assessments:** Unit Test S	**Suggested Materials:** *Photographs of the Depression* The Century: Stormy Weather (DVD)

practices, and individual decisions, and it impacted business and society. **Essential Question:** What were the many long-term and immediate causes of the stock market crash and the Great Depression?	▪ Gross Domestic Product ▪ Hoovervilles ▪ Black Tuesday ▪ Bull Market ▪ Bear Market ▪ Buying on Margin ▪ Bread Lines ▪ Effect on Minority groups ▪ Dust Bowl ▪ Keynesian Economics ▪ Demagogue	Analyze the long-term and immediate causes behind the stock market crash and the Great Depression Assess the application of knowledge and ethical values when making consumer financial decisions **Skills:** See Appendix B **Differentiation for Diverse Learners/ Accommodations** **Special Ed/504:** Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an outline for writing assessments **Multilingual Learners:** Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes **At Risk Students:** Provide copies of presentations and notes	6.1.12.HistorySE.14.a CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2 9.4.12.TL.1 ELA RI.CR.11-12.1, RI.IT.11-12.3, RI.PP.11-12.5, W.IW.11-12.2 W.SE.11-12.6 Interdisciplinary: Language Arts: Write a 2-3 page essay regarding the causes of the Great Depression. Math: Analyze the economic impact of the stock market crash and the ensuing Great Depression. ELA RI.AA.11-12.7 W.SE.11-12.6 Mathematics MP.3 S-ID.A.2 Art 1.5.12prof.Cn11a Technology and 21st Century Themes & Skills 9.4.12.CT.2 9.4.12.IML.8	Essay or Authentic Assessment S Quizzes F HW assignments F Class Activities F Political Cartoon Analysis F Image Analysis F Primary Source Analysis F DBQ S Alternate Assessment (A): Approved oral, visual, written, performance-based, or technology-supported product aligned to the same standards and skills.	Diagram on the causes and effects of the stock market crash 1929: The Crash (DVD) Cinderella Man FDR and his disability United Streaming: Effects of the Depression on Minority Groups Proquest Historical Newspapers Primary Sources about Dust Bowl Migrants I'd Rather Not be on Relief - Reflects Dust Bowl migrant experience. The Great Depression Interviews - Interviews gathered as part of The Great Depression, videos and transcriptions available Issues in Social Studies: Unity and Diversity (Annenberg Learner)

		Extended time on assignments **Gifted and Talented:** Vary level of reading and primary source documents	Computer Science 8.1.12.IC.3 8.1.12.DA.5 **Additional NJSLS Connections** 6.3.12.EconGE.1 6.3.12.GeoGI.1 8.2.12.ETW.2		
Content/Topic: Unit 5 **The New Deal** **Time: 10 classes** **Content Statement:** Aimed at the recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy. **Essential Question:** What were the many long-term and immediate causes of the stock market crash and the Great Depression?	**Key Learning Items/Concepts:** ▪ FDR ▪ Hoover ▪ Rugged Individualism ▪ New Deal Policies ▪ The Election of 1932 ▪ Keynesian Economics ▪ Court Packing ▪ Conservation Programs ▪ Eleanor Roosevelt ▪ Frances Perkins ▪ FDIC ▪ Social Security ▪ NLRB ▪ 1st 100 Days	**Observable Proficiencies & Skills:** Evaluate FDR and the New Deal (To what extent were they a success or failure?) Evaluate the impact of the New Deal and changes in ideas about the role of government. **The New Deal** Formulate an argument and defend with evidence how the Great Depression and the New Deal impacted American political, social, and economic life over time. **Skills:** See Appendix B **Differentiation for Diverse Learners/ Accommodations** **Special Ed/504:** Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents.	**NJSLS** **Social Studies** 6.1.12.CivicsPR.10.a 6.1.12.CivicsPR.10.b 6.1.12.GeoHE.10.a 6.1.12.EconEM.10.a 6.1.12.EconNM.10.a 6.1.12.EconNM.10.b 6.1.12.HistoryCA.9.a 6.1.12.HistoryCA.10.a 6.1.12.HistoryCA.10.b 6.1.12.HistoryCA.10.c 6.1.12.HistoryUP.9.a 6.1.12.HistorySE.14.a CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2 9.4.12.TL.1 ELA RI.CR.11-12.1, RI.IT.11-12.3, RI.PP.11-12.5, W.IW.11-12.2 W.SE.11-12.6 Interdisciplinary: Language Arts: Write a 2-3 page essay regarding the causes of the Great Depression. Math: Analyze the economic impact of	**Benchmark Performance & Assessments:** Unit Test S Essay or Authentic Assessment S Quizzes F HW assignments F Class Activities F Political Cartoon Analysis F Image Analysis F Primary Source Analysis F DBQ S Alternate Assessment (A): Approved	**Suggested Materials:** New Deal Graphic Organizer 1932 Campaign Cartoons and music Perspectives on the New Deal New Deal Political Cartoons Fireside Chats FDR Presidential Website Hoover Primary Source Court Packing Political Cartoon Redlining map Images of Native Americans and the New Deal Studs Terkel *Hard Times* (oral histories) **How did redlining impact Asian communities**. *Use this*

		Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an outline for writing assessments **Multilingual Learners:** Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes **At Risk Students:** Provide copies of presentations and notes Extended time on assignments **Gifted and Talented:** Vary level of reading and primary source documents	the stock market crash and the ensuing Great Depression. ELA RI.AA.11-12.7 W.SE.11-12.6 Mathematics MP.3 S-ID.A.2 Art 1.5.12prof.Cn11a Technology and 21st Century Themes & Skills 9.4.12.CT.2 9.4.12.IML.8 Computer Science 8.1.12.IC.3 8.1.12.DA.5 **Additional NJSLS Connections** 6.3.12.EconGE.1 6.3.12.HistoryCA.1 8.2.12.EC.1	oral, visual, written, performance-based, or technology-supported product aligned to the same standards and skills.	*resource to explore the impact, legacy, and application of redlining in Asian ethnic enclaves.* **Asian Americans and the New Deal** *Understanding the immigration implication of the Tydings McDuffie Act granting the Philippines independence with the tradeoff of ending the longstanding open door to Filipino immigrants:* Excerpts from, *The Heartbeat of Wounded Knee*, by David Treuer Issues in Social Studies: Unity and Diversity (Annenberg Learner) Disabled Americans and the New Deal
Content/Topic: Unit 6 **World War II** **Time: 15 classes** **Content Statements:** The United States participated in World War II as an Allied force to prevent	**Key Learning Items/Concepts:** ▪ Totalitarianism/Fascism ▪ Appeasement ▪ Isolationism/Neutrality	**Observable Proficiencies & Skills:** **Interwar Foreign Policy** Examine the similarities and differences in attitudes about the nation's proper	**NJSLS Social Studies** 6.1.12.CivicsDP.11.a 6.1.12.CivicsHR.11.a 6.1.12.CivicsHR.11.b 6.1.12.EconET.11.a 6.1.12.EconNM.11.a	**Benchmark Performance & Assessments:** Unit Test S	**Suggested Materials:** Maps of Europe and the Pacific Hitler's speech in response to Treaty of Versailles

military conquests by Germany, Italy, and Japan US entry dramatically changed the lives of Americans and values on the home front. **Essential Questions:** How did the results of World War I and the effects of the Great Depression create an atmosphere of war throughout the world? Why is World War II considered the defining event in the history of the United States and arguably the world? What effect did World War II have on the American home front? How did the US react to the Holocaust?	▪ Allies and Axis ▪ Pearl Harbor ▪ Mobilization ▪ Atlantic Charter ▪ D-Day ▪ The Holocaust ▪ War in Pacific ▪ Manhattan Project ▪ Impact on Minorities and Women ▪ Japanese Internment ▪ Code-Talkers ▪ Seabrook Farms ▪ Battleship New Jersey ▪ Albert Einstein ▪ United Nations ▪ Berlin Conference ▪ Harry Truman ▪ Rosie the Riveter	role in the world in the interwar period. **World War II: Mobilization** Create and defend, with evidence, an argument as to how and why U.S. participation in World War II transformed American society. **World War II: Military** Evaluate the causes and effects of the victory of the United States and its allies over the Axis powers. 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. **Differentiation for Diverse Learners/ Accommodations** **Special Ed/504:** Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking	6.1.12.HistoryCA.9.a 6.1.12.HistoryCC.11.a 6.1.12.HistoryCA.11.a 6.1.12.HistoryCA.11.b 6.1.12.HistoryCC.11.b 6.1.12.HistoryCC.11.c 6.1.12.HistoryCC.11.d 6.1.12.HistoryUP.9.a 6.1.12.HistoryUP.11.a CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2 9.4.12.TL.1 ELA RI.IT.11-12.3, RI.PP.11-12.5, RI.MF.11-12.6, RI.AA.11-12.7, W.AW.11-12.1, W.WP.11-12.4,W.WR. 11-12.5, W.SE.11-12.6 Interdisciplinary: Language Arts: Write a one-paragraph response regarding the US response regarding human rights. Math: Analyze the economic impact of World War II. ELA RI.AA.11-12.7 W.SE.11-12.6 Mathematics MP.3	Essay or Authentic Assessment S Quizzes F HW assignments F Class Activities F Political Cartoon Analysis F Image Analysis F Primary Source Analysis F DBQ S Alternate Assessment (A): Approved oral, visual, written, performance-based, or technology-supported product aligned to the same standards and skills.	Excerpt from Roosevelt's Quarantine Speech Dr. Seuss political cartoons Pearl Harbor eyewitness accounts Propaganda posters The Century: Over the Edge (DVD) The Century: Civilians at War (DVD) Hiroshima: Why the Bomb was Dropped (DVD) Band of Brothers (HBO Series) The Pacific (HBO Series) Letter from Einstein Interview with a Bracero laborer Bracero Oral History Project Slave narratives from the WPA Tydings-McDuffie Act and Philippine **Independence** Excluding farm workers from the Wagner Act *directly impacting West Coast Asian farm workers*

		Provide an outline for writing assessments **Multilingual Learners:** Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes **At Risk Students:** Provide copies of presentations and notes Extended time on assignments **Gifted and Talented:** Vary level of reading and primary source documents **Skills:** See Appendix B	S-ID.A.2 Art 1.5.12prof.Cn11a Technology and 21st Century Themes & Skills 9.4.12.CT.2 9.4.12.IML.8 Computer Science 8.1.12.IC.3 8.1.12.DA.5 **Additional NJSLS Connections** 6.3.12.CivicsHR.1 6.3.12.HistorySE.1 6.3.12.HistoryCA.1 8.2.12.EC.2		**Asians in the Armed Forces Video PBS** **The forgotten Indian soldiers of Dunkirk** **Japanese Internment Camps** **Internment Camps Video** **FDR Library resources on Internment** Korematsu v. United States **Philippine Independence History** **Race and War in the Pacific** *Utilizing the graphic novel to teach about Japanese Internment Camps:* ***They Called Us Enemy*** Graphic Novel by George Takei (Japanese Internment) Interviews with Tuskegee Airmen George Takei TED TALK *Why I love a country that once betrayed me* *AAPI had major contributions to*

					WWII. Use this document to help navigate some of those topics. ***AAPI in WWII*** ***Filipino American Veterans Day* Article** **History.com** The Asian-American Education Project Issues in Social Studies: Unity and Diversity (Annenberg Learner) Toward Responsibility: Social Studies Education that Respects and Affirms Indigenous Peoples and Nations (National Council for the Social Studies) Gay soldiers in WWII WWII Soldiers and disabilities How disabled veterans inspired a nation podcast Paralyzed veterans invented wheelchair basketball Video on being a gay soldier during WWII
Content/Topic: Unit 7 **The Post War Period and The Cold War** **Time: 10 classes** **Content Statement:**	**Key Learning Items/Concepts:** ▪ Cold War ▪ Containment ▪ Marshall Plan	**Observable Proficiencies & Skills:** **The Cold War from 1945 to 1980** How did diplomatic, economic, cultural, and military interactions	**NJSLS** **Social Studies** 6.1.12.HistoryCC.12.a 6.1.12.HistoryCC.12.b 6.1.12.HistoryCC.12.c 6.1.12.HistoryCC.12.d 6.1.12.HistoryCC.12.e 6.1.12.EconNE.12.a	**Benchmark Performance & Assessments:** Unit Test S	**Suggested Materials:** "The Butter Battle Book" by Dr. Seuss Map of Cold War divisions Truman Doctrine

Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years. **Essential Question:** Why and how did the United States and the Soviet Union engage in a "Cold War" after World War II?	▪ McCarthyism ▪ Korean War ▪ Arms Race ▪ Baby Boom ▪ GI Bill of Rights ▪ NATO ▪ Israel (Arab- Israeli Conflict) ▪ Space Race ▪ Conservative Era ▪ Cuban Missile Crisis ▪ Khrushchev ▪ Eisenhower ▪ Sputnik ▪ Suburbs ▪ Levittown	between empires, nations, and peoples shape the development **The Cold War from 1945 to 1980** Explain the continuities and changes in Cold War policies from 1945 to 1980. **The Red Scare** Evaluate and analyze the causes and effects of the Red Scare after World War II. **Economy After 1945** Analyze and explain the causes of economic growth in the years after World War II. Determine and evaluate the causes and effects of the migration of various groups of Americans after 1945. **Culture after 1945** Appraise how mass culture has been maintained or challenged over time. **Early Steps in the Civil Rights Movement (1940s and 1950s)** Evaluate how and why the civil rights movements developed and expanded from 1945 to 1960. **America as a World Power** **Skills:** See Appendix B **Differentiation for Diverse Learners/ Accommodations** **Special Ed/504:**	6.1.12.EconEM.12.a 6.1.12.HistorySE.12.a 6.1.12.HistorySE.12.b 6.1.12.HistorySE.14.a **CR,LL,KS:** 9.4.12.CT.2 9.4.12.IML.2 9.4.12.TL.1 **ELA** RI.PP.11-12.5, RI.MF.11-12.6, RI.CT.11-12.8, W.AW.11-12.1, W.WR.11-12.5, W.SE.11-12.6 Interdisciplinary: Language Arts: Write an explanatory text that compares American public support of the government and military during the Vietnam War with previous conflicts such as WWII or modern day conflicts Math: Analyze the budget before and after the passage of NSC-68. ELA RI.AA.11-12.7 W.SE.11-12.6 Mathematics MP.3 S-ID.A.2	Essay or Authentic Assessment S Quizzes F HW assignments F Class Activities F Political Cartoon Analysis F Image Analysis F Primary Source Analysis F DBQ S Alternate Assessment (A): Approved oral, visual, written, performance-based, or technology-supported product aligned to the same standards and skills.	McCarthy political cartoons Kennedy Speech on Cuban Missile Crisis Proquest Historical Newspaper Multiple Perspectives of the Korean War - Korean War Legacy Foundation (AAPI) Statement by Syngman Rhee on proposed armistice Luce-Cellar Act (1946) - allows naturalization of Filipinos and Indians (as both are independent from Great Britain) Timeline of citizenship and naturalization Japanese American "Model Minority"article (NYTimes, 1966) McCarthyism and Profiling Washington Post and the Model Minority Issues in Social Studies: Unity and Diversity (Annenberg Learner) James Baldwin on racism Harry Hay and the founding of the Mattachine Society Executive order 10450 Contextualizing LGBT+ History within the Social

		Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an outline for writing assessments **Multilingual Learners:** Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes **At Risk Students:** Provide copies of presentations and notes Extended time on assignments **Gifted and Talented:** Vary level of reading and primary source documents	Art 1.5.12prof.Cn11a Technology and 21st Century Themes & Skills 9.4.12.CT.2 9.4.12.IML.8 Computer Science 8.1.12.IC.3 8.1.12.DA.5 **Additional NJSLS Connections** 6.3.12.GeoGI.1 6.3.12.HistoryCA.1 8.2.12.EC.3		Studies Curriculum (National Council for the Social Studies) Incorporating LGBTQIA+ Content in History Lessons (Edutopia) Queer America Podcast (Learning for Justice)

Content/Topic: Unit 8 The Civil Rights Movement	Key Learning Items/Concepts:	Observable Proficiencies & Skills:	NJSLS Social Studies	Benchmark Performance & Assessments:	Suggested Materials:
Time: 10 Classes **Content Statement:** 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. **Essential Questions:** What is the legacy of the Civil Rights Movement? To what extent did the Civil Rights Movement achieve its goals both civil rights and socioeconomic goals?	▪ Sit-ins ▪ Freedom Rides ▪ Letter from Birmingham Jail ▪ Birmingham ▪ March on Washington, D.C. ▪ Civil Rights Act of 1964 ▪ Voting Rights Act of 1965 ▪ 24th Amendment ▪ Black Nationalism ▪ Brown v. Board ▪ Montgomery Bus Boycott ▪ Little Rock Nine ▪ Dr. Martin Luther King Jr. ▪ SCLC ▪ SNCC ▪ CORE ▪ Malcolm X ▪ Affirmative Action ▪ JFK ▪ LBJ	**The African American Civil Rights Movement (1960s)** Differentiate how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980. Assess the various ways in which the federal government responded to the calls for the expansion of civil rights. **The Civil Rights Movement Expands** Ascertain and evaluate how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980. **Youth Culture of the 1960s** Determine and evaluate how and why opposition to existing policies and values developed and changed over the course of the 20th century. **Skills:** See Appendix B **Differentiation for Diverse Learners/ Accommodations** **Special Ed/504:** Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents.	6.1.12.CivicsPI.13.a 6.1.12.CivicsDP.13.a 6.1.12.GeoPP.13.a 6.1.12.GeoPP.13.b 6.1.12.GeoHE.13.a 6.1.12.EconNE.13.a 6.1.12.EconEM.13.a 6.1.12.EconNE.13.c 6.3.12.HistoryCA.1 6.3.12.HistoryCA.2 6.1.12.HistoryCC.13.a 6.1.12.HistoryCC.13.b 6.1.12.HistoryCC.13.c 6.1.12.HistoryCC.13.d 6.1.12.HistoryUP.13.a 6.1.12.HistorySE.13.a CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2 9.4.12.TL.1 ELA RI.IT.11-12.3, RI.MF.11-12.6, RI.CT.11-12.8, W.WP.11-12.4 W.WR.11-12.5, W.SE.11-12.6 Interdisciplinary: Language Arts: Write a narrative account that summarizes key social legislation enacted to end poverty (e.g., Economic Opportunity Act of 1964, Medicare and Medicaid,	Unit test S Unit quizzes F Homework Assignments F Class Activities F Essay or Authentic Assessment S Alternate Assessment (A): Approved oral, visual, written, performance-based, or technology-supported product aligned to the same standards and skills.	"I Have a Dream" speech Documents comparing/contrasting MLK and Malcolm X Letter from Birmingham Jail "Eyes on the Prize" DVD Proquest Historical Newspapers Boycotts were used as an economic measure to combat labor injustice by the Mexican and Filipino farm workers concurrent with the African American Civil Rights Movement. A case study of the Delano Farm Workers Strike co-led by Larry Itliong and Cesar Chavez helps to demonstrate the labor and civil rights movement of the Filipino people. AWOC PBS Video Delano Farm Workers Strike - Larry Itliong, PBS Video Philip Veracruz Two graphs that show post 1965 Asian immigration to the U.S. The Asian-American Education Project

	▪ New Jersey Court Decisions ▪ Title VII ▪ Title IX	Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an outline for writing assessments **Multilingual Learners:** Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes **At Risk Students:** Provide copies of presentations and notes Extended time on assignments **Gifted and Talented:** Vary level of reading and primary source documents	Elementary and Secondary Education Act, Head Start) Math: Analyze the economic effects of the Economic Opportunity Act of 1964 ELA RI.AA.11-12.7 W.SE.11-12.6 Mathematics MP.3 S-ID.A.2 Art 1.5.12prof.Cn11a Technology and 21st Century Themes & Skills 9.4.12.CT.2 9.4.12.IML.8 Computer Science 8.1.12.IC.3 8.1.12.DA.5 **Additional NJSLS Connections** 6.3.12.CivicsPD.1 6.3.12.CivicsHR.1 6.3.12.HistorySE.1 8.2.12.EC.1		Issues in Social Studies: Unity and Diversity (Annenberg Learner)
Content/Topic: Unit 9	**Key Learning Items/Concepts:**	**Observable Proficiencies & Skills:**	**NJSLS** Social Studies	**Benchmark Performance**	**Suggested Materials:**

The 1960s and 1970s- Vietnam and the Era of Activism **Time: 10 classes** **Content Statements:** Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years. The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against. **Essential Questions:** Did the goals of American Foreign Policy (Vietnam, specifically) justify the costs or seek to improve social justice throughout the world? What social movements rose to prominence during this time period and what impact did each have on the United States?	▪ JFK's and LBJ's Foreign Policy ▪ Domino Theory ▪ Vietnam ▪ Gulf of Tonkin Resolution ▪ Tet Offensive ▪ Protest Movements ▪ Election of 1968 ▪ Vietnamization ▪ Great Society ▪ Warren Court ▪ Women's Movement ▪ Roe v. Wade ▪ Ethnic Minorities ▪ Counterculture ▪ Social Movements ▪ Protest Music ▪ American Indian Movement ▪ Immigration and National Act Repealed ▪ Black Panthers ▪ Kent State Riots	**The Vietnam War** Determine and analyze the causes and effects of the Vietnam War. **The Great Society** Assess the causes and effects of continuing policy debates about the role of the federal government over time Summarize and analyze the continuities and changes in immigration patterns over time. **Differentiation for Diverse Learners/ Accommodations** **Special Ed/504:** Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an outline for writing assessments **Multilingual Learners:** Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes	6.1.12.CivicsPI.14.a 6.1.12.CivicsPI.14.b 6.1.12.CivicsPI.14.c 6.1.12.CivicsPI.14.d 6.1.12.CivicsCM.14.b 6.1.12.CivicsPD.14.a 6.1.12.CivicsDP.14.a 6.1.12.HistoryCA.9.a 6.1.12.HistoryCC.13.c 6.1.12.HistoryCC.13.d 6.1.12.HistoryUP.9.a 6.1.12.HistoryUP.13.a 6.1.12.HistorySE.13.a 6.1.12.HistorySE.14.a CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2 9.4.12.TL.1 ELA RI.IT.11-12.3, RI.MF.11-12.6, RI.CT.11-12.8, W.WP.11-12.4 W.WR.11-12.5, W.SE.11-12.6 Interdisciplinary: Language Arts: Write an argumentative essay regarding American involvement in the Middle East Math: Analyze the amount the U.S. provides other countries in foreign aid and how it relates to our national budget ELA RI.AA.11-12.7	**& Assessments:** Unit Test S Essay or Authentic Assessment S Quizzes F HW assignments F Class Activities F Political Cartoon Analysis F Image Analysis F Primary Source Analysis F DBQ S Alternate Assessment (A): Approved oral, visual, written, performance-based, or technology-supported product aligned to the same standards and skills.	*Oral History from Vietnam vet* *Gulf of Tonkin Resolution* *Protest Music – "Ohio"* *Vietnam timeline (1954-1975)* *Graphic organizer on social movements* The Century: Unpinned (DVD) Excerpts from "The Things They Carried" Vietnam in HD Luce-Cellar Act (1946) - allows naturalization of Filipinos and Indians (as both are independent from Great Britain) Timeline of citizenship and naturalization Vietnam War, Vietnamese Refugees, Boat Asians fighting in the Vietnam war People ; NEH Vietnam War Lesson Guide Asian Americans fighting in the Vietnam War The Hmong and the Secret War, Refugees; video Japanese American "Model Minority"article (NYTimes, 1966)

		At Risk Students: Provide copies of presentations and notes Extended time on assignments **Gifted and Talented:** Vary level of reading and primary source documents **Skills:** See Appendix B	W.SE.11-12.6 Mathematics MP.3 S-ID.A.2 Art 1.5.12prof.Cn11a Technology and 21st Century Themes & Skills 9.4.12.CT.2 9.4.12.IML.8 Computer Science 8.1.12.IC.3 8.1.12.DA.5 **Additional NJSLS Connections** 6.3.12.CivicsPD.1 6.3.12.HistoryCA.1 6.3.12.HistorySE.1 8.2.12.EC.1		McCarthyism and Profiling Washington Post and the Model Minority **Great Society: Immigration Act 1965** Video on the impact of the 1965 end of the quota system Two graphs that show post 1965 Asian immigration to the U.S. The Asian-American Education Project MLK speech against the Vietnam War Pentagon Papers role play from various perspectives AIM Resources Song: We were all wounded at Wounded Knee Alcatraz Occupation proclamation Explore the roles of activists in the Stonewall Riots Issues in Social Studies: Unity and Diversity (Annenberg Learner) Toward Responsibility: Social Studies Education that Respects and Affirms Indigenous Peoples and Nations (National Council for the Social Studies)

					Contextualizing LGBT+ History within the Social Studies Curriculum (National Council for the Social Studies) Incorporating LGBTQIA+ Content in History Lessons (Edutopia) Queer America Podcast (Learning for Justice) Harvey Milk "The Hope" Speech Marsha Johnson and Slyvia Rivera
Content/Topic: Unit 10 **Nixon and Carter to the Present** **Time: 10 Classes** **Essential Questions:** How were the events of this period a product of past events and what lessons do they provide for the present challenges facing America, New Jersey, and the world?	**Key Learning Items/Concepts:** ▪ Energy Crisis ▪ Moon Landing ▪ Détente ▪ Watergate ▪ Ford Administration ▪ Carter Domestic Policy ▪ Carter Foreign Policy (Camp David) ▪ Election of 1980 ▪ The New Conservatism ▪ The Reagan Revolution ▪ Reagan's Legacy ▪ OPEC ▪ Panama Canal	Observable Proficiencies & Skills: **The Environment and Natural Resources from 1968 to 1980** Assess how and why policies related to the environment developed and changed from 1968 to 1980. **Society in Transition** Evaluate the causes and effects of continuing policy debates about the role of the federal government over time. Examine the effects of the growth of religious movements over the course of the 20th century. **Reagan and Conservatism** The causes and effects of continuing policy debates about the role of the federal government over time.	NJSLS Social Studies 6.1.12.CivicsPR.10.a 6.1.12.CivicsPR.10.b 6.1.12.HistoryCA.10.a 6.1.12.HistoryCA.10.b 6.1.12.CivicsDP.14.a 6.1.12.CivicsPI.14.a 6.1.12.CivicsPI.14.b 6.1.12.CivicsPI.14.c 6.1.12.CivicsPI.14.d 6.1.12.CivicsCM.14.b 6.1.12.CivicsPD.14.a 6.1.12.CivicsDP.14.a 6.1.12.GeoPP.14.a 6.1.12.GeoPP.14.b 6.1.12.GeoHE.14.a 6.1.12.EconNE.14.a 6.1.12.GeoNE.14.a 6.1.12.EconET.14.a 6.1.12.EconET.14.b 6.1.12.EconEM.14.a 6.1.12.HistoryCA.14.a 6.1.12.HistoryCA.14.b 6.1.12.HistoryCA.14.c 6.1.12.HistoryCC.14.a 6.1.12.HistorySE.14.a	**Benchmark Performance & Assessments:** Unit Test S Essay or Authentic Assessment S Quizzes F HW assignments F Class Activities F Political Cartoon Analysis F Image Analysis F	**Suggested Materials:** *Transcripts from Watergate* ** There are ample materials available due to the breadth and depth of the content of this unit.* ** It is suggested that the content of this period be tied to an integrated research project on topics nested in the NJSLS.* Asian-Americans and US-Asian Relations https://asiasociety.org/education/asian-americans-and-us-asia-relations Asian View of the War on Terror Asian perspective on global war on terror *Explore the wave of*

	▪ George HW Bush's Presidency ▪ William Clinton's Presidency ▪ George W Bush's Presidency ▪ Challenges of the 21st Century	**The End of the Cold War** The causes and effects of the end of the Cold War and its legacy. **A Changing Economy** the causes and effects of economic and technological change over time. **Migration and Immigration in the 1990s and 2010s** The causes and effects of domestic and international migration over time. **Challenges of the 21st Century** The causes and effects of the domestic and international challenges the United States has faced in the 21st century Develop an understanding of risk management and how it applies to problem solving. Skills: See Appendix B **Differentiation for Diverse Learners/ Accommodations** **Special Ed/504:** Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers	6.1.12.HistorySE.14.b 6.1.12.HistorySE.14.c 6.1.12.HistoryCC.14.b 6.1.12.HistoryCC.14.c 6.1.12.HistoryCC.14.d 6.1.12.HistoryCC.14.e 6.1.12.CivicsPR.15.a 6.1.12.CivicsHR.15.a 6.1.12.EconNE.15.a 6.1.12.HistoryCC.15.a 6.1.12.HistoryCC.15.b 6.1.12.HistoryCC.15.c 6.1.12.HistorySE.15.a 6.1.12.HistorySE.15.b 6.1.12.HistorySE.15.c 6.1.12.CivicsPD.16.a 6.1.12.CivicsPR.16.a 6.1.12.GeoHE16.a 6.1.12.EconGE.16.a 6.1.12.EconNE.16.a 6.1.12.EconNE.16.b 6.1.12.HistoryUP.16.a 6.1.12.HistoryCC.16.a 6.1.12.HistoryCC.16.b 6.3.12.GeoGI.1 6.3.12.CivicsHR.1 6.3.12.CivicsPD.1 6.3.12.EconGE.1 CR,LL,KS: 9.4.12.CT.2 9.4.12.GCA.1 9.4.12.IML.2 9.4.12.IML.5 9.4.12.IML.6 9.4.12.IML.7 9.4.12.TL.1 ELA RI.IT.11-12.3, RI.PP.11-12.5, RI.MF.11-12.6, RI.CT.11-12.8, W.IW.11-12.2 W.WP.11-12.4, W.WR.11-12.5, W.SE.11-12.6,	Primary Source Analysis F DBQ S Alternate Assessment (A): Approved oral, visual, written, performance-based, or technology-supported product aligned to the same standards and skills.	*immigration to the United States from South East Asia* **South East Asian Immigration to the United States** **Vincent Chin Case Video** **Who Killed Vincent Chin** *documentary* *Lily Chin the Courage to Speak Out* **2014 Thirty Meter Telescope Protests- Hawaii** **9/11 Islamophobia** **Stacie Park Millbern - Korean-American, LGBTQ+, Disabilities activist** Explore the Obergefell vs. Hodges court case and gay marriage in the United States Contextualizing LGBT+ History within the Social Studies Curriculum (National Council for the Social Studies) Incorporating LGBTQIA+ Content in History Lessons (Edutopia) Issues in Social Studies: Unity and Diversity (Annenberg Learner) Queer America Podcast (Learning for Justice) ADA from their own words

		Scaffolding of assignments Guided questions and note taking Provide an outline for writing assessments **Multilingual Learners:** Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes **At Risk Students:** Provide copies of presentations and notes Extended time on assignments **Gifted and Talented:** Vary level of reading and primary source documents	Interdisciplinary: Language Arts: Write an argumentative essay regarding American involvement in the Middle East Math: Analyze the amount the U.S. provides other countries in foreign aid and how it relates to our national budget ELA RI.AA.11-12.7 W.SE.11-12.6 Mathematics MP.3 S-ID.A.2 Art 1.5.12prof.Cn11a Technology and 21st Century Themes & Skills 9.4.12.CT.2 9.4.12.IML.8 Computer Science 8.1.12.IC.3 8.1.12.DA.5 **Additional NJSLS Connections** 6.3.12.CivicsPD.1 6.3.12.GeoGI.1 6.3.12.EconGE.1 6.3.12.HistoryCA.2 8.2.12.ETW.3		

APPENDIX A

Integrated Research Unit:

Summary

In order to ensure that a variety of research skills are embedded into our curriculum, we have created an Integrated Research Unit for each semester of each US History class (4 total). The content of this unit is flexible as is the product (i.e., PowerPoint presentation, video, etc.) The skills are what will remain constant in an effort to develop them throughout a student's experience as a history student at MHS.

The required skills are as follows:

1. **Gathering source information** – Students will be able to identify valid, reliable, and relevant sources. This includes Internet sites, reference books, non-reference books, newspaper articles, and other print sources.
2. **Citations** – Students will be able to properly cite information in a Works Cited/Bibliography as well as in-text citations when applicable.
3. **Analysis and Synthesis of Research –** Students will be able to analyze sources in a constructive way. They will be able to identify important information, relate that information to their research topic, and synthesize information to complete their product.
4. **Written expression** – Students will be able to create a written component of their research. The written component can be in the form of an essay (persuasive, informative, etc.), a formal research paper, a speech, etc. The emphasis is on the student's ability to form a comprehensive, organized, and detailed product related to their research that is entirely of their own efforts; time should be provided to discuss plagiarism and how to avoid it.
5. **Visual/Oral expression** – Students will be able to present their research using visual and public-speaking skills. Students will create a presentation for the class based on their findings. It is suggested that this component emphasize technology.
6. **Technology –** Students will be able to utilize various types of technology, such as PowerPoint, video-streaming, etc. as a part of the research process. Technology is infused throughout the unit in the form of both research methods as well as student products.
7. **Personal Financial Literacy-** Students will be able to demonstrate personal and civic financial literacy. Students will be able to apply financial knowledge and skills when making ethical consumer and financial decisions.

APPENDIX B

SOCIAL STUDIES SKILLS TABLE **Essential Question:** What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?	
Social Studies Skill	**9-12**
Chronological Thinking	● Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. ● Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
Spatial Thinking	● Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena. ● Relate current events to the physical and human characteristics of places and regions.
Critical Thinking	● Distinguish valid arguments from false arguments when interpreting current and historical events. ● Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
Presentational Skills	● Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.

BENCHMARK ASSESSMENTS: Three district common benchmark assessments are administered each year using DBQ Project-based tasks aligned to the NJSLS Social Studies Practices and the following historical-thinking skills:

Establish historical significance
Use primary source evidence
Identify continuity and change
Analyze cause and consequence
Take historical perspectives

Understand the ethical dimension of historical interpretations

Possible Curricular Modifications:

Interdisciplinary Connections	***Connections to NJSLS – English Language Arts*:** **W.IW.11-12.2: 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.** **W.SE.11-12.6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).** **RI.CR.11-12.1: Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.** ***Connections to NJSLS* – Mathematics** **MP.4:** Model with mathematics. **SL.PE.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.** **SL.II.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.**

Career Readiness, Life Literacies, and Key Skills	• 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. • 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. • 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. • 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8) • 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4). • 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. • 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6). • 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., RI.PP.11-12.5, 7.1.AL.IPRET.6). • 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
Computer Science and Design Thinking	• 8.2.12.ETW.2: Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment. • 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution. • 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. • 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. • 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

	• 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.

Career Ready Practices	World History	US I	US II
CRP1. Act as a responsible and contributing citizen and employee Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.	In specific units students learn about the Enlightenment thinkers and how those concepts became the foundation for American Democracy and citizenship. Writings from John Locke, Thomas Hobbes, Voltaire, Montesquie and Rousseau are analyzed and parallels drawn between these ideas and modern civic engagement and civic virtue. As in all Social Studies classes, the importance of being an informed citizen and participant in our democracy are reinforced on a daily basis.	As in all Social Studies classes, the importance of being an informed citizen and participant in our democracy are reinforced on a daily basis. In US I a unit is dedicated to the origin and creation of the Constitution and how it established our system of government through checks and balances and federalism. Students learn about the 3 branches of government, the powers and members of each in modern day as well as examine key Supreme Court decisions that have shaped our nation, including current issues and decisions. Voter registration drives are also conducted in each school	As in all Social Studies classes, throughout the US 2 curriculum the importance of being an informed citizen and participant in our democracy are reinforced on a daily basis. Supreme Court decisions relevant to each time period are examined, along with the election process. Students explore the Civil Rights Movement and Voting Right legislation.

		twice per year.	
CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation	In all units of World History students engage in activities, assignments and projects to develop literacy, critical thinking, problem solving and technology skills that can be applied to the workplace.	In all units of US I students engage in activities, assignments and projects to develop literacy, critical thinking, problem solving and technology skills that can be applied to the workplace.	In all units of US II students engage in activities, assignments and projects to develop literacy, critical thinking, problem solving and technology skills that can be applied to the workplace.
CRP3. Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance and personal well- being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career- ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.			Students engage in stock market analysis and personal finance simulations as part of the Great Depression/New Deal units

Career Ready Practices	World History	US I	US II
CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.	All units of World History include written, visual and verbal analysis of primary source documents and complex text to analyze historical questions clearly and effectively with reason. Specific texts and writing assignments are listed in each unit.	All units of US I include written, visual and verbal analysis of primary source documents and complex text to analyze historical questions clearly and effectively with reason. Specific texts and writing assignments are listed in each unit.	All units of US II include written, visual and verbal analysis of primary source documents and complex text to analyze historical questions clearly and effectively with reason. Specific texts and writing assignments are listed in each unit.
CRP5. Consider the environmental, social and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.	New technologies developed during the Scientific and Industrial Revolutions are examined and how they impacted the social, environmental and economic development of different regions of the world.	United States expansion in the 18th and 19th centuries created a seismic shift in the environment and landscape of North America. The industrial era formed a new reliance on resources that impacted the overall environment.	During the late 19th through the 20th century the United States grew exponentially. The economic expansion weighed heavily on the overall environment. As the century drew to a close, there became a greater awareness of the industrial expansion and government intervention and oversight became more prevalent.

Career Ready Practices	World History	US I	US II
CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.	All units in World History include problem- solving activities and simulations to apply historical concepts and skills to real-world, modern issues.	All units in US I include problem-solving activities and simulations to apply historical concepts and skills to real-world, modern issues.	All units in US II include problem- solving activities and simulations to apply historical concepts and skills to real-world, modern issues.
CRP7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.	All units of World History include assignments and projects that are research based and require students to examine the validity and reliability of various sources including primary, secondary, periodicals, library historical databases and online historical research databases.	All units of US I include assignments and projects that are research based and require students to examine the validity and reliability of various sources including primary, secondary, periodicals, library historical databases and online historical research databases.	All units of US II include assignments and projects that are research based and require students to examine the validity and reliability of various sources including primary, secondary, periodicals, library historical databases and online historical research databases.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.	All units of World History include assignments and projects that require students to engage in critical thinking skills and problem-solving skills. Students examine the content specific problems from each time period of study, analyze various primary source documents, engage in biographical readings and examine how society addressed the problems at the time and how those problems and solutions may still be relevant to today.	All units of US I include assignments and projects that require students to engage in critical thinking skills and problem-solving skills. Students examine the content specific problems from each time period of study, analyze various primary source documents, engage in biographical readings and examine how society addressed the problems at the time and how those problems and solutions may still be relevant to today.	All units of US II include assignments and projects that require students to engage in critical thinking skills and problem-solving skills. Students examine the content specific problems from each time period of study, analyze various primary source documents, engage in biographical readings and examine how society addressed the problems at the time and how those problems and solutions may still be relevant to today.

Career Ready Practices	World History	US I	US II
CRP9. Model integrity, ethical leadership and effective management. Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.	The Holocaust is used to study human behavior, patterns of discrimination, morality and ethics.	Unique patterns of discrimination, genocide of Native Americans, American Slavery and various reform movements of the time are analyzed throughout these units in the form of primary source readings, case studies, assignments and cooperative, problems solving simulations.	Case studies on the ethical decisions behind use of the Atomic Bomb are examined.
CRP10. Plan education and career paths aligned to personal goals. Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the		Lessons on government agencies and careers and guest speakers in the area of local government and law enforcement speak as part of our Constitution and Government Unit.	This standard is more specifically taught in our Social Studies elective courses. Those courses explore careers in civil service, law and law enforcement, social work, psychology and other humanities fields. Guest speakers (in person or virtual) are invited into classes and/or the History

education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.			Club (PH/PV).

Career Ready Practices	World History	US I	US II
CRP11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.	Students are required to utilize technology and refine 21st Century skills through database research and multimedia presentations in all units of World History.	Students are required to utilize technology and refine 21st Century skills through database research and multimedia presentations in all units of US I.	Students are required to utilize technology and refine 21st Century skills through database research and multimedia presentations in all units of US II.
CRP12. Work productively in teams while using cultural global competence. Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.	In all units of World History students are required to consider multiple perspectives to evaluate issues of the past and today and develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to the modern global society.	In all units of US I students are required to consider multiple perspectives to evaluate issues of the past and today and develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to the modern global society.	In all units of US II students are required to consider multiple perspectives to evaluate issues of the past and today and develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to the modern global society.

List of Accommodations and Modifications

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	**Special Education Accommodations/Modifications (I.E.P. Specific)**
Physical Arrangement of Room	Allow for preferential seating
	Seat student near the teacher/presentation
	Seat student near the door
	Seat student near high performing student for informal partner pairs
	Seat student near positive role model
	Seat student away from disruptive/distracting student(s)
	Set a designated study space in the room
Instructional Activities	Provide guided notes and/or copies of notes
	Provide students with summaries if applicable

	Repeat and clarify directions if needed to ensure comprehension.
	Allow students to choose partners or work independently, when needed
	Provide extended time for curricular assignments as needed or specified in the IEP. Offer after-school or common time support.
Independent Practice & Assignments	Allow extra time to complete tasks without penalty
	Reduce reading/math/writing level of assignments
	Require fewer correct responses to achieve grade
	Allow computer printed/electronic assignments
	Simplify complex written directions
	Do not penalize for handwriting/spelling
	Allow flexible grading on scoring rubric
Assessments	Include word banks if helpful.
	Bold, highlight, or underline instructions.

	Reduce wording and/or organize directions (into checklists, e.g.) to simplify or make expectations more manageable.
	Reduce quantity of sections on an assessment
	Shorten wording of questions.
	Allow use of notes or formula pages on assessments.
	Revise wording or vocabulary choice to enhance comprehension.
	Reduce length of written assignments if needed.
	Reduce number of calculation questions required.
	Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.
	Grade projects based on content, not creativity. Or Creativity rather than content … depending on the assignment.
	Make assessments visually appealing by reducing clutter and providing cues: for example, increase spacing, revise font, add or reduce lines, include boxes for responses, reduce the number of questions per page, highlight, bold or underline key words.

	Allow for extra time when needed. Offer options for completion during common time or after school.
	Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
	Allow open book/notes for exams
	Give frequent short quizzes instead of lengthy exams
	Give exams/test items orally
	Give students their own copy of assessments that they can write on
	Allow extra time for assessments (specific to I.E.P.)
	Allow flexible schedule of assessment
	Allow flexible setting for assessment
	Allow student to assess on paper, if regularly scheduled for computer-based testing
Organizational Skills	Provide a table of contents for notebook/binder; conduct a weekly clean-up
	Help the student create "to do" lists

	Provide opportunity for student to organize homework binder
	Set a designated study time during class/stick to a routine
	Assist student with maintaining a master calendar in the agenda book
Behavioral	Use self-monitoring/self advocacy strategies
	Allow legitimate movement-in/out of room/short breaks
	Implement periodic/weekly behavior communication tools

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	**504 Plan Accommodations/Modifications (504 Specific)**
Physical Arrangement of Room	Allow for preferential seating
	Seat student near the teacher/presentation
	Seat student near high performing student for informal partner pairs
Instructional Activities	Provide guided notes and/or copies of notes

	Provide student with summaries, if applicable
Independent Practice & Assignments	Provide extended time for curricular assignments as needed or specified in the 504 Plan. Offer after- school or common time support.
	Reduce homework/classwork, when appropriate
Assessments	Allow use of notes or formula pages on assessments.
	Allow for extra time when needed or specified in the 504 Plan. Offer options for completion during common time or after school.
	Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
	Allow flexible schedule of assessment
	Allow flexible setting for assessment
Organizational Skills	Provide a table of contents for notebook/binder
	Help the student create "to do" lists
	Provide opportunity for student to organize homework binder
	Set a designated study time during class/stick to a routine
	Assist student with maintaining a master calendar in the agenda book
Behavioral	Use self-monitoring/self advocacy strategies
	Allow legitimate movement-in/out of room break, if needed
	Implement periodic/weekly behavior communication tools

Pascack Valley Regional High School District

Social Studies/Business Accommodations/Modifications

Category	At Risk Accommodations/Modifications
Instructional Activities	Provide a variety of concrete examples from familiar contexts
	Build background knowledge of content and vocabulary from familiar contexts prior to readings
	Use mental models to building understanding through familiar contexts
	Provide oral & written instructions
	Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
	Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation
	Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding
	Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas
	Provide guiding questions to complete during the activity.
	Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.

	Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.
	Use multiple intelligences or the student's learning style to facilitate effective learning when a student is having difficulty grasping concepts
	Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information
	Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners
	Utilize hands-on activities, movement or rhythmic experiences to engage tactile/kinesthetic learners.
Independent Practice & Assignments	Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
	Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
	Highlight distinctive features/key concepts

	Provide choice of projects depending on the student's interests or strengths.
	Provide peer assistance/study groups
Assessments	Provide study guides and support outside of class time to review before assessments (common time or after school)
	Provide extra time for review prior to an assessment
	Review, repeat, and clarify directions
	Include word banks if helpful
	Chunk sections of assessment
	Shorten wording of questions
	Allow use of notes or formula pages on assessments
	Revize wording or vocabulary choice to enhance comprehension
	Reduce length of written assignments if needed.
	Reduce number of calculation questions required.
	Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.

	Grade projects based on content, not creativity. Or Creativity rather than content … depending on the assignment.
	Allow for partial credit, when appropriate
	Provide choices of questions or choices of projects depending on the student's strengths
	Allow for alternative assessments to show comprehension of the content such as a project or other means
	Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
	Allow for extra time, when needed. Offer options for completion during common time or after school
	Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
Organizational Skills	Provide general assistance with organizational skills
	Utilize homework assignment notebook/planner/agenda
	Provide written intermediate timelines for long assignments

	Have student monitor grade average
Behavioral	Keep rules simple and clear
	Implement a behavior management system

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	**Multilingual Learners Accommodations/Modifications**
Instructional Activities	Provide a variety of concrete examples from familiar contexts
	Build background knowledge of content and vocabulary from familiar contexts prior to readings
	Provide oral & written instructions
	Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding in native language.
	Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation

	Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas
	Provide guiding questions to complete during the activity.
	Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
	Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization- Language teams
	Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information
	Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners - Conversely apply visual representations to ensure understandings
Independent Practice & Assignments	Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.

	Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
	Highlight distinctive features/key concepts
	Provide choice of projects depending on the student's interests or strengths.
	Provide peer assistance/study groups/ ML support
Assessments	Provide extra time for review prior to an assessment
	Review, repeat, and clarify directions
	Include word banks if helpful
	Chunk sections of assessment
	Shorten wording of questions
	Allow use of notes or formula pages on assessments in native language
	Revise wording or vocabulary choice to enhance comprehension
	Reduce length of written assignments if needed.
	Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.

	Grade projects based on content, not creativity. Or Creativity rather than content … depending on the assignment.
	Allow for partial credit, when appropriate
	Allow for alternative assessments to show comprehension of the content such as a project or other means
	Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
	Allow for extra time, when needed. Offer options for completion during common time or after school
	Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
Organizational Skills	Provide general assistance with organizational skills
	Utilize homework assignment notebook/planner/agenda
	Provide written intermediate timelines for long assignments
	Have student monitor grade average
Behavioral	Keep rules simple and clear

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	**Gifted and Talented Accommodations/Modifications**
Instructional Activities	Provide supplementary or lengthier readings
	Provide enrichment activities
Independent Practice & Assignments	Use inquiry-based practices and allow student opportunities to conduct additional research
	Provide supplementary or lengthier readings with higher-level questions
	Provide assignment choices that require more detail and deeper understanding
Assessments	Provide additional questions that prompt extensions of understanding
	Require research for projects; in a specified format
	Provide assessment choices that require more detail and deeper understanding

Career Options for Jobs that Involve Social Studies

Social studies focus on society, and social studies professionals may concentrate on understanding how people are shaped and influenced by peer groups, their culture, or other societal factors. While some social studies professionals primarily conduct research to determine how people are affected by social variables, others may focus on how these social variables can be used to predict people's behavior. A handful of these social studies career options are profiled below:

Career Information for Jobs that Involve Social Studies

Sociologists

Sociologists are professionals with a master's or doctoral degree in their field. They focus on understanding social groupings and behavior, and may be involved in research or make recommendations about how to address specific issues in society. Since their work focuses on understanding how society can influence behavior, they work within the field of social studies.

Historians

Historians research the past and educate people about historic events, artifacts or developments. Their work focuses on civilizations and incidents involving people in the past, which is why it falls within the social studies field. They might use the data from their research to form conclusions about why a society relocated or how cultural beliefs in a particular group evolved. They may need a doctoral degree, although it is possible to enter this field with a master's degree in history.

Postsecondary Teachers

Postsecondary teachers instruct college and university students in a specific subject they've specialized in. They typically need a doctoral degree, although entry-level positions may be obtained with a master's degree in some cases. Postsecondary teachers who instruct students in subjects such as criminology or history spend their career focused on social studies. As part of their work, postsecondary teachers usually also participate in research related to their specialty.

Anthropologists and Archeologists

Anthropologists and archeologists must have a master's or doctoral degree to work in their field. While archeologists may be involved in recovering historic artifacts from dig sites around the world, anthropologists focus on how humans have developed over time. Archeologists and anthropologists help discover evidence that relates to how cultures have evolved, how significant events have impacted people's behavior, and how social constructs, such as politics, have developed. Since they focus on issues related to society and behavior, they work within the field of social studies.

Political Scientists

Political scientists focus on the history and development of political systems. They may research political ideologies or study how political trends have evolved over time. They are social science professionals because understanding how politics shape society and impact individual and group behavior is part of what political scientists focus on. They are professionals with master's or doctoral degrees who perform research, analyze the information gained from their research, and use that data to develop predictions about the effects of political policies or structures.

Market Research Analysts

With a bachelor's degree, it's possible to become a market research analyst. Market research analysts examine consumer demographics, along with data collected from opinion polls and surveys, and then use what they learn to make recommendations about actions companies should or should not take. For example, they may recommend that a new product be developed and provide pertinent information about the customers they expect would be interested in that product. Market research analysts are professionals who focus on understanding what influences the purchasing decisions people make and the economic variables that should be considered when making business decisions. Since they focus on determining financial and societal factors that can affect consumer choices, their work involves the use of social studies.