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

## New Jersey Student Learning Standards

### Social Studies

The New Jersey Student Learning Standards (NJSLS) are reviewed and revised every five years. The 2020 NJSLS in Social Studies was adopted by the State Board of Education on June 3, 2020. Districts are required to implement these standards through the updating of social studies curricula by September 2022. The standards provide the framework for curricular instruction as well as provide the performance expectations students are expected to meet by the end of each grade band.

Implementation of the standards is mandated by the New Jersey Administrative Code. District boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the New Jersey Student Learning Standards (N.J.A.C. 6A:8-3.1(a)). The district must provide sufficient time and resources to ensure that all students can demonstrate that they have met or exceeded the expectations set forth in the New Jersey Student Learning Standards.

**2020 New Jersey Student Learning Standards for Social Studies**

## Intent and Spirit

All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards — Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K–12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

## Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

## Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;

- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

## Course Sequence & Pacing

| Unit Title | Estimated Number of Instructional Periods |
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| **Unit 1- The Emergence of Modern America: Progressive Reforms & Imperialism (1898 - 1914):** In this unit, students examine the transformation of the United States during the Progressive Era and its emergence as a global power in the early 20th century. Students analyze how Progressive reformers and presidents responded to political corruption, unfair business practices, labor concerns, economic inequality, and the challenges created by rapid industrialization. The unit explores the expansion of women's rights, the growth and influence of labor organizations, and debates surrounding the conservation and use of natural resources. Students also investigate the shift in American foreign policy from isolationism toward greater international involvement, examining how economic interests, access to resources and markets, and imperialism influenced U.S. actions abroad. Finally, students analyze how | 12 |

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| nationalism, industrialism, imperialism, militarism, and international alliances contributed to the outbreak of World War I and the United States' growing role in world affairs. Through primary and secondary sources and multiple perspectives, students evaluate how reform at home and expansion abroad reshaped American society, government, and the nation's place in the world. | |
| **Unit 2- The Emergence of Modern America: World War I (1890–1930):** In this unit, students examine the causes, experiences, and consequences of United States involvement in World War I and its impact on American society and the nation's role in global affairs. Students analyze the shift from neutrality to participation in the war and evaluate President Woodrow Wilson's leadership and foreign policy decisions. The unit explores how wartime propaganda and the media shaped public opinion, as well as how national security concerns affected individual rights and civil liberties. Students also investigate the changing roles and opportunities of women and minority groups in the workforce during the war. Following the conflict, students examine the Treaty of Versailles and League of Nations to evaluate the United States' role in shaping the postwar world. Finally, students consider how the political and economic consequences of World War I contributed to international instability and the eventual rise of authoritarian regimes. | 10 |
| **Unit 3- The Emergence of Modern America: Roaring Twenties (1890–1930):** In this unit, students examine the significant social, economic, political, and cultural changes that shaped the United States during the 1920s. Students analyze how a growing consumer economy, new technologies, and changing lifestyles contributed to increased prosperity while also creating economic and social tensions. The unit explores changing immigration laws and attitudes | 8 |

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| toward immigrants, as well as debates surrounding individual rights and American identity. Students investigate the evolving role of women and the ways changing expectations challenged traditional social norms. Particular attention is given to the Great Migration and its impact on American cities, race relations, and culture, including the emergence of the Harlem Renaissance as an important expression of African American art, literature, music, and identity. Throughout the unit, students evaluate how the opportunities and conflicts of the 1920s reflected a nation balancing modernization and cultural change with growing social divisions and resistance to change. | |
| **Unit 4- The Great Depression and World War II: The Great Depression (1929–1945):** In this unit, students examine the causes, experiences, and consequences of the Great Depression and its profound impact on American society and the economy. Students analyze the Stock Market Crash of 1929 and investigate how government economic policies, banking practices, business decisions, consumer behavior, and weaknesses within the market economy contributed to the economic crisis. The unit explores the roles of private enterprise and the Federal Reserve System and examines how tools such as taxes and interest rates can influence economic activity. Students also investigate the environmental and economic devastation of the Dust Bowl and its effects on migration and daily life. Particular attention is given to the experiences of minority groups and how existing social and economic inequalities shaped their experiences during the Depression. Throughout the unit, students evaluate the interconnected roles of individuals, businesses, financial institutions, and government in both contributing to and responding to economic challenges. | 8 |

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| **Unit 5- The Great Depression and World War II: New Deal (1929–1945):** This unit examines how the New Deal transformed the role of the federal government in response to the economic and social challenges of the Great Depression. Students will explore Franklin D. Roosevelt's efforts to provide relief, recovery, and reform through programs designed to create jobs, stabilize the economy, regulate financial institutions, and provide greater security for Americans. Students will analyze major New Deal initiatives, including the FDIC, NLRB, and Social Security, and evaluate their short- and long-term impact on American society and the economy. The unit will also highlight the contributions of influential figures such as Eleanor Roosevelt, Mary McLeod Bethune, and Frances Perkins, while examining how New Deal policies affected women and minority groups. Ultimately, students will evaluate how the New Deal permanently expanded Americans' expectations of the federal government and its responsibility for economic stability and social welfare. | 8 |
| **Unit 6 - The Great Depression and World War II: World War II (1929–1945)-** This unit examines the United States' involvement in World War II and the nation's efforts, alongside the Allied powers, to defeat the expansionist regimes of Germany, Italy, and Japan. Students will analyze the international agreements and foreign policy decisions that shaped the years leading to the war, including the Treaty of Versailles, League of Nations, Washington Naval Conference, and Kellogg-Briand Pact. The unit explores the military, political, economic, and social impact of the war, with particular attention to the experiences of African Americans, Asian Americans, women, and other minority groups, including the internment of Japanese Americans. Students will examine the Holocaust, the development and use of nuclear weapons, and scientific advancements that transformed warfare and international relations. Connections to New Jersey will be explored through Seabrook Farms, the Battleship New Jersey, and Albert Einstein. | 14 |

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| Students will also analyze the transition from a wartime to consumer economy and evaluate the creation of the United Nations and Universal Declaration of Human Rights as responses to the devastation and human rights violations of World War II. | |
| **Unit 7- Postwar United States: Cold War (1945 to early 1970s):** This unit examines the Cold War and the political, economic, military, and social tensions that developed between the United States and communist nations following World War II. Students will analyze the American policy of containment and its influence on U.S. involvement in the Korean War, Cuban Missile Crisis, and Vietnam War, while examining debates surrounding presidential and congressional war powers. The unit explores the arms race, nuclear weapons, and Space Race as examples of competition between the United States and Soviet Union and considers how scientific and agricultural innovations contributed to economic growth and changes in daily life. Students will also investigate the impact of McCarthyism on civil liberties and American society, as well as the influence of Cold War foreign policy on independence movements in Africa, Asia, Latin America, and the Middle East. Throughout the unit, students will evaluate how Cold War tensions shaped American domestic and foreign policy and transformed the United States' role in global affairs for more than four decades. | 15 |
| **Unit 8- Postwar United States: Civil Rights and Social Change (1945 to early 1970s):** This unit examines the Civil Rights Movement and the broader struggle for equality in the United States, focusing on the social movements, government actions, legislation, and court decisions that expanded rights and opportunities for historically marginalized groups. Students will analyze significant developments such as Brown v. Board of Education, the Civil Rights Act, Voting Rights Act, Title VII, Title IX, and affirmative action, as well as New Jersey's role through the 1947 | 15 |

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| State Constitution and Hedgepeth and Williams v. Trenton Board of Education. Students will explore the strategies and leadership of the Civil Rights Movement through figures such as Martin Luther King Jr. and Malcolm X, the Montgomery Bus Boycott, and the growing influence of television and mass media. The unit also examines suburbanization and the expansion of movements advocating for women, Native Americans, and Latino Americans, including the Feminist Movement, American Indian Movement, and La Raza. Throughout the unit, students will evaluate how activism, legislation, court decisions, and changing public attitudes transformed American society and contributed to the continuing pursuit of civil rights and equal opportunity. | |
| **Unit 9- Contemporary United States: Domestic Policies (1970–Today):** This unit examines the political, economic, social, and cultural developments that have shaped contemporary America, with particular attention to growing partisanship and differing perspectives on the role of government. Students will analyze major domestic and international issues, including the Arab-Israeli conflict, U.S. policy in Iraq, 9/11, immigration and migration, health care, climate change, and the Great Recession. The unit explores the American political system through contemporary elections, checks and balances, and significant U.S. Supreme Court decisions since 1970, while also examining issues such as eminent domain in New Jersey. Students will investigate changes in the U.S. economy and consider how economic prosperity and opportunity have been experienced differently across groups. The unit also highlights the development of an increasingly multicultural American society, examining contemporary culture and the contributions of historically underrepresented groups. Through the study of recent events, including the 2020 election, students will evaluate how political institutions, | 15 |

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| economic conditions, global events, demographic changes, and competing values continue to shape American society and government. | |
| **Unit 10- Contemporary U.S.: International Policies (1970–Today):** This unit examines the changing global political, economic, and social landscape from the end of the Cold War through the contemporary era. Students will analyze the fall of communism in Eastern Europe and evaluate how the Cold War and arms race reshaped international relations and the balance of global power. The unit explores the role of international diplomacy and organizations such as the United Nations in addressing conflict, protecting human rights, and promoting global cooperation. Students will examine the significance of the Universal Declaration of Human Rights and the United Nations Sustainable Development Goals as efforts to address human rights, economic inequality, environmental concerns, and other global challenges. Through an examination of international conflicts in the Middle East, students will consider how political, religious, economic, and territorial tensions influence U.S. foreign policy and international relations. Throughout the unit, students will evaluate the challenges of balancing national interests with the responsibilities of an increasingly interconnected global community. | 7 |
| **Unit 11- Contemporary United States: Interconnected Global Society (1970–Today):** This unit examines how scientific and technological advancements have transformed the economy, workforce, education, communication, and social interactions in the United States and around the world. Students will analyze the growing interconnectedness of the U.S. and global economies, including international trade, global competition, and changes in the workforce resulting from emerging technologies. The unit explores the economic, political, and social consequences of technological innovation while considering conflicts surrounding natural | 8 |

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| resources, sustainability, and global economic development. Students will also investigate ethical issues related to science, medicine, privacy, technology, and business, evaluating how governments and societies respond to rapidly changing innovations. Through comparisons of education systems, media outlets, and current events, students will consider how access to information and technology influences opportunity, public opinion, culture, and decision-making. Throughout the unit, students will evaluate both the opportunities and challenges created by technological advancement and an increasingly interconnected global society. | |

# Unit 1

## Desired Results

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

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

## Learning Standards

**NJSLS:**

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

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

6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
6.1.12.GeoGM.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individual
6.1.12.HistoryCC.6.c: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.
6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).
6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.

**Interdisciplinary Connections**

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

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

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

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

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

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

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

**Interdisciplinary Connections:**

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

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
B. Observe hyphenation conventions.

C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

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

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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).

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.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**Climate Change:**

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

| Learning Targets | |
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| **Unit Essential Questions:**<br><br>• Were the Progressive reforms effective? | **Unit Enduring Understandings:** |

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| • Are women seen as equals in the United States?<br>• Does the US protect its natural resources?<br>• What role did geography play in gaining access to natural resources?<br>• How did nationalism and competition between industrial nations lead to conflict?<br>• How has US Foreign Policy changed since the birth of the nation to today? | • The Progressives fought to prevent unfair business practices, break up monopolies, political corruption and equality.<br>• Women worked in the factories, promoted political change, fought injustices in the workplace and in politics.<br>• The Progressives made great strides in efforts to conserve our natural resources and created the National Park System.<br>• The United States began to look beyond its borders for natural resources.<br>• International trade and the industrial revolution in America promoted policies that resulted in America emerging as a world power.<br>• The United States adopted the foreign policy of Isolationism for most of its early history until the late 1800's when the US became an imperialist nation. Since the late 1800's the US has switched back and forth from Isolation to Imperialism. |
| **Vocabulary:** Progressivism, Progressive Era, Reform, Muckrakers, Labor Unions, Collective Bargaining, Women's Suffrage, 19th Amendment, Conservation, Natural Resources, Free Enterprise, Industrialization, Imperialism, Isolationism, Nationalism, Militarism, Alliances, Expansionism, Foreign Policy, Diplomacy, Sphere of Influence, Open Door Policy, Dollar Diplomacy, Big Stick Diplomacy, Roosevelt Corollary, Yellow Journalism, World Power, World War I, | |

| Neutrality and Propaganda |
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| **Students will be able to:**<br>• Understand the reasons behind the needed change during the Progressive Era.<br>• Evaluate historical change in American foreign policy perspectives<br>• Illustrate arguments for and against expansionism<br>• Classify foreign policies of Presidents: Big Stick, Dollar Diplomacy, Watchful Waiting (moral diplomacy) |
| **Learning Activities:**<br><br>• Analyze primary sources using CHIPPO (Content, Historical Context, Intended Audience, Point of View, Purpose, Outside Information).<br>• Create a presidential reform chart comparing Progressive Era presidents, the changes they implemented, and the ways those reforms affected American society.<br>• Research reform movements led by women during the Progressive Era.<br>• Complete an interactive gallery examining the Triangle Shirtwaist Factory Fire and its impact on workplace reform.<br>• Analyze excerpts from *How the Other Half Lives* using the CHIPPO method.<br>• Analyze primary sources related to the Progressive movement and major reform efforts using CHIPPO.<br>• Examine the life, work, and historical significance of John Henry Mackay.<br>• Participate in an interactive gallery highlighting key figures in the Women's Rights Movement.<br>• Analyze primary sources related to the expansion of women's rights using CHIPPO.<br>• Analyze excerpts from Upton Sinclair's *The Jungle* using the CHIPPO method.<br>• Compare the work of prominent muckrakers to identify the social problems they exposed, including child labor, unsafe and unsanitary working conditions, overcrowded tenements, poverty, and racism. |

- Create a chart identifying major monopolies, industrialists, and business leaders of the era and evaluate the extent of their economic and political influence.
- Research the development of labor unions and analyze how their goals, strategies, and influence have changed over time.
- Complete an interactive gallery exploring the development of national land conservation and environmental reform.
- Analyze primary sources related to Progressive reformers in the White House using CHIPPO.
- Analyze world maps to determine how geography, natural resources, trade routes, and access to global markets influenced imperial expansion.
- Analyze primary source letters related to the U.S. acquisition of Hawaii using the CHIPPO method (Content, Historical Context, Intended Audience, Point of View, Purpose, Outside Information).
- Develop an evidence-based thesis and complete a DBQ written response evaluating whether the United States was justified in its acquisition of Hawaii.
- CHIPPO primary sources and political cartoons to understand how the media persuaded the American public.
- CHIPPO primary sources and political cartoons to understand how the media persuaded the American public.
- Using prior knowledge from previous blocks students will explain how the *US was able to acquire the Philippines*.
- Analyze John Hay's Open Door Notes and explain why certain parts of the country did not agree with it.
- Analyze maps and identify the reasons for the building of the Panama canal.
- Review documents and excerpts on how each president handled the foreign problems and create a chart to organize the information.

## Assessment Evidence

**Formative Assessments:**

Panama Canal Writing Prompt

Imperialism Quiz

Muckraking Reading Quiz

Progressive Quiz

**Summative Assessments:**

Imperialism Test Common Assessment

Progressive Era Test Common Assessment

**Common Benchmark Assessments:**

ERA 6 Common Assessment

**Alternative Assessments:**

Google Form Quiz

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

## Core Instructional & Supplemental Materials

- US History Interactive
  - Topic 11: America Comes of Age
    - Lesson 1: Progressives Drive Reform
    - Lesson 2: Women Gain Rights
    - Lesson 3: Striving for Equality
    - Lesson 4: Reformers in the White House

    - Lesson 5: American Influence Grows
    - Lesson 6: The Spanish-American War
    - Lesson 7: The US Emerges as a World Power
- The Age of Imperialism
- DBQ:  The Rise of the US as a World Power
- Excerpt:  How the Other Half Lives
- Khan Academy

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

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling -

Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

# Unit 2

## Desired Results

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

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

## Learning Standards

**NJSLS:**

6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.
6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).

## Interdisciplinary Connections

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

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

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

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

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

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

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

**Interdisciplinary Connections:**

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

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
B. Observe hyphenation conventions.
C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.

D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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).

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.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

## Learning Targets

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
| --- | --- |
| • What was the impact of the Espionage Act and the Sedition Amendment?<br>• How did women and African Americans contribute to America's fight in WWI?<br>• Was Woodrow Wilson an effective leader of our country during and after WWI?<br>• How does propaganda and the media influence public opinion on the foreign policy throughout wars that the US is involved in?<br>• Why did the US want to remain neutral in the beginning stages of WWI and what events led America to finally enter the war?<br>• How do different countries differ in views on the Treaty of Versailles and the League of Nations?<br>• How has America changed their government response to the rise of authoritarian regimes over the years throughout different wars? | • Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).<br>• Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.<br>• Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.<br>• Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.<br>• Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.<br>• Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries. |

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|---|---|
| | • Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran). |
| **Vocabulary:** World War I, Neutrality, Isolationism, Militarism, Nationalism, Imperialism, Alliances, Propaganda, Espionage Act, Sedition Act, Civil Liberties, Individual Rights, Selective Service Act, Great Migration, War Industries Board, Liberty Bonds, Woodrow Wilson, Fourteen Points, Armistice, Treaty of Versailles, League of Nations, Reparations, Self-Determination, Authoritarianism, Totalitarianism, Fascism, Communism, Geopolitics | |
| **Students will be able to:**<br>• Evaluate historical change in American foreign policy perspectives.<br>• Illustrate arguments for and against expansionism.<br>• Determine if the Espionage and Sedition Acts violated individual rights.<br>• Analyze Wilson's proclamation to enter the war vs the argument to remain isolationist.<br>• Compare WWI propaganda to the media today.<br>• Evaluate 14 points, League of Nations, Treaty of Versailles.<br>• Describe the American homefront during WWI.<br>• Compare Wilson's response to WII to modern authoritative governments in North Korea, Venezuela, Syria, China and Iran. | |
| **Learning Activities & Differentiation:**<br>• Determine and discuss if the Espionage Act and Sedition Act violated individual rights<br>• Complete a PECS (Politics, Economy, Culture, Social) Chart of the time period. | |

- Describe the “push” & “pull” factors that caused African Americans and women to enter the workforce.
- Students work in teams to examine different perspectives on this issue by analyzing several sources, arguing both sides of a Yes/No question, then developing and discussing their own point of view on the question. Should the United States have joined the League of Nations?
- Quest Inquiry Civic Discussion - The League of Nations
- Students will CHIPPO two primary sources that debate staying isolated vs. reasons to enter WWI
- CHIPPO Primary Source - America Enters WWI
- Research Woodrow Wilson's effectiveness. Have students research, take a side and hold a debate.
- Read primary and secondary sources on British and German actions in terms of submarine warfare.
- War of attrition, sinking of the Lusitania (Wilson’s reaction), unrestricted submarine warfare, Sussex Pledge, National Defense Act, Zimmerman Telegram, Selective Service Act, Espionage Act, Bolshevik Revolution
- Evaluate how effectively the USA prepared for WWI by CHIPPO primary sources and secondary sources.
- Analyze propaganda for and against US Neutrality.
- Analyze political cartoons and identify the target audience, symbolism used, effectiveness of the cartoon.
- Students will participate in a gallery walk of WWI political cartoons.
- DBQ -What was the US response to the authoritative regimes growing in Germany, Russia, and Italy after WWI ended? Compare Thai response to the rise of modern authoritative regimes in North Korea, Venezuela, Syria, China, and/or Iran.
    - Students will CHIPPO primary sources to write a DBQ essay

## Assessment Evidence

**Formative Assessments:**

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| Woodrow Wilson Debate |
| **Summative Assessments:**<br>WWI Common Assessment<br>WWI DBQ - What was the US response to the authoritative regimes growing in Germany, Russia, and Italy after WWI ended? Compare Thai response to the rise of modern authoritative regimes in North Korea, Venezuela, Syria, China, and/or Iran. |
| **Common Benchmark Assessments:**<br>ERA 7 Common Assessment |
| **Alternative Assessments:**<br>Writing Prompt - Compare and contrast modern authoritative regimes in North Korea, Venezuela, Syria, China, Iran |

## Core Instructional & Supplemental Materials

- US History Interactive
    - Topic 12: WWI & The 1920's
        - Lesson 1: America Enters WWI
        - Lesson 2: The Homefront During the War
        - Lesson 3: The End of WWI
- America in the First World War
- World Politics Explainer - The First World War
- Women at Work During World War I
- Khan Academy

## Accommodations and Modifications:

## Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

# Unit 3

## Desired Results

**Unit 3:** The Emergence of Modern America: Roaring Twenties (1890–1930)

**Unit Summary:** The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.

## Learning Standards

**NJSLS:**

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
6.1.12.EconNM.8.a: Analyze the push-pull factors that led to the Great Migration.
6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
6.1.12.History CC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.
6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
6.2.12.HistoryCC.4.f: Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.

**Interdisciplinary Connections**

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

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

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

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

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

**Interdisciplinary Connections:**

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

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
B. Observe hyphenation conventions.
C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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).

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.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

## Learning Targets

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
|---|---|
| • How has social intolerance, xenophobia and fear of anarchism lead to violation of human rights, especially immigrants?<br>• How have social, cultural and technological changes changed the role of women in a consumer economy?<br>• What are the push-pull factors that ultimately led to the Great Migration?<br>• What issues and events led to the Great Migration and an increase in violence? | • Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.<br>• How has social intolerance, xenophobia and fear of anarchism lead to violation of human rights, especially immigrants?<br>• How have social, cultural and technological changes changed the role of women in a consumer economy? |

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| • How did US prosperity impact the government policies on both businesses and the consumer?<br>• What kind of impact did the artists, writers and musicians of the Harlem Renaissance have on American culture?<br>• How did the role of women change in the western world but remain the same in the eastern world? | • What are the push-pull factors that ultimately led to the Great Migration?<br>• What issues and events led to the Great Migration and an increase in violence?<br>• How did US prosperity impact the government policies on both businesses and the consumer?<br>• What kind of impact did the artists, writers and musicians of the Harlem Renaissance have on American culture?<br>• How did the role of women change in the western world but remain the same in the eastern world?<br>• Analyze the push-pull factors that led to the Great Migration.<br>• Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.<br>• Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.<br>• Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture. |

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|---|---|
| | • Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world. |
| **Vocabulary:** Roaring Twenties, Consumer Economy, Consumerism, Mass Production, Installment Buying, Credit, Stock Market, Economic Prosperity, Isolationism, Immigration, Immigration Quotas, Nativism, Individual Rights, Prohibition, 18th Amendment, 19th Amendment, Women's Suffrage, Flappers, Great Migration, Harlem Renaissance, Jazz Age, Segregation, Jim Crow Laws, Racial Tensions, Red Scare, Fundamentalism, Modernism, Mass Media, Urbanization | |
| **Students will be able to:**<br>• Analyze immigration charts from 1900 - 1920s. Discuss how conflict and competition occurs when different cultures interact with each other.<br>• Create a research based project displaying their mastery of knowledge on the social, economic, technological and political changes in the 1920s.<br>• Compete against each other in an escape room activity by reading primary sources from the Harlem Renaissance and use their problem solving skills. | |
| **Learning Activities & Differentiation:**<br>• Read Postwar Issues<br>• Read the Impact of Henry Ford and the Automobile<br>• Interactive Illustration: Ford's Innovation: The Assembly Line<br>• Read Economic Growth in the 1920s | |

- Read Urban, Suburban and Rural Areas
- Interactive Gallery - Standard of Living in the 1920s
- Project Imagine:  Enjoy the Roaring 20s
- Students take on the role of a recent college graduate from a small town.  The young man has a job in the family store, but he's attracted to life in the big city, with all the amusements and new products it has to offer. In this role, students are led through a series of five decisions they must make in order to fully, but responsibly, enjoy the 1920s culture.
- Family story or city job?  What will you do on the weekends?  How will you spend your money?  Use credit or savings?  Where to go?
- Each option includes a  wide variety of primary sources, including film-clips, advertisements, photographs and news articles.
- Students will learn how Americans responded to the growing consumer culture and the exciting new opportunities available in 1920.
- Digital Start Up Activity:  What is Normal
- Investigate and Read - The Harding Administration
- Interactive Cartoon - Teapot Dome Scandal
- Read Economic Prosperity Under Coolidge
- Read America's Place in a Changed World
- Synthesize:  US Domestic and Foreign Policy of the 1920s
- Digital Quiz and Class Discussion  Board
- Students will explore a set of interactive maps about African American life during the 1920s.  They witness the great Migration, the Harlem Renaissance, the prejudice and violence that African Americans faced, and how African Americans resisted that mistreatment.
- African Americans who moved north during the Great Migration.

- African Americans who faced racial prejudice
- African American entertainers, authors, artists, athletes, politicians, and rights advocates.
- Digital Start up Activity: An Unsettled Society - reading, writing, and arithmetic
- Students will choose to read one of the following and then participate in a jigsaw activity
    - Americans Debate New Ideas and Values
    - The Red Scare
    - Immigration in the 1920s
    - The Ku Klux Klan in the Early 1900s
    - Prohibition Divides Americans
- Interactive Timeline – Anti-Immigration Sentiment in the 1920s
- Interactive Gallery - the Prohibition Era
- Project Imagine - Should prohibition be repealed?
    - Congress is considering proposing a constitutional amendment to repeal Prohibition.
        - Review the different arguments about the success or failure of Prohibition then...
        - Write a letter urging your representative to support or repeal.
- Complete a PECS (Politics, Economy, Culture, Social) Chart of the time period.
- Read The Harlem Renaissance
- Interactive Timeline: African American Achievers of the 1920's
- Interactive gallery: Key Figures of the harlem Renaissance
- CHIPPO Primary Sources - Two Poems by Langston Hughes
- Project Imagine - Explore African American Life

## Assessment Evidence

**Formative Assessments:**

Interactive Illustration:  Ford's Innovation:  The Assembly Line

Interactive Gallery - Standard of Living in the 1920s

Interactive Cartoon - Teapot Dome Scandal

Interactive Maps of African Americans during the 1920s

**Summative Assessments:**

Project Imagine:  Enjoy the Roaring 20s

The Roaring 1920's Common Assessment

**Common Benchmark Assessments:**

ERA 8 Common Assessment

**Alternative Assessments:**

Savvas Realize Digital Quiz and Class Discussion Board

## Core Instructional & Supplemental Materials

- US History Interactive
    - Topic 12: WWI & The 1920's
        - Lesson 4: The Postwar Economy Booms
        - Lesson5: Government in the 1920's
        - Lesson 6: An Unsettled Society
        - Lesson 7: The Roaring Twenties
        - Lesson 8: The Harlem Renaissance
- The Roaring Twenties:  An overview
- Domestic and international politics of the 1920s

- The New Negro
- Rebirth of the KKK
- Khan Academy

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

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

# Unit 4

## Desired Results

**Unit 4:** The Great Depression and World War II- The Great Depression (1929–1945)

**Unit Summary:** The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.

## Learning Standards

**NJSLS Standards:**

6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
6.1.12.EconNE.9.b: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.
6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System)
6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.
6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
6.1.12.EconNE.9.c: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health

**Interdisciplinary Connections**

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

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

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

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

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

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

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

**Interdisciplinary Connections**

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

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
B. Observe hyphenation conventions.
C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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).

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.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**Holocaust and Amistad**

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

## Learning Targets

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
| --- | --- |
| • How did the US farmers overproduction and the Dust Bowl worsen an already broken economy during the Great Depression?<br>• How did the Stock Market Crash in 1929 and other periods of economic instability affect Americans throughout history?<br>• What parts of a market economy depend on each other?<br>• In what ways did the United States government's actions and policies help cause the Great Depression?<br>• Why was the Great Depression not only an American problem but a worldwide problem?<br>• How were ethnic and racial minorities directly affected by the Great Depression in America?<br>• What are the ways in which the US government can help restore the country's economic stability? | • Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.<br>• Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.<br>• Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System)<br>• Analyze how the actions and policies of the United States government contributed to the Great Depression.<br>• Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.<br>• Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.<br>• Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health |

**Vocabulary:** Great Depression, Stock Market Crash, Black Tuesday, Stock Market, Speculation, Buying on Margin, Market Economy, Private Enterprise, Federal Reserve System, Bank Failure, Bank Run, Unemployment, Inflation, Deflation, Recession, Depression, Gross Domestic Product (GDP), Taxes, Interest Rates, Monetary Policy, Fiscal Policy, Dust Bowl, Drought, Migration, Hoovervilles, Economic Inequality, Poverty, Consumer Spending, Supply and Demand, Economic Recovery

**Students will be able to:**

- Assess the economic causes of the stock market crash of 1929
- Explain the economic consequences of the stock market crash of 1929
- Analyze the causes of the Great Depression
- Evaluate the impact of the Great Depression on the American people

**Learning Activities & Differentiation:**

- Causes of the Depression - digital start up activity
- Read - Hidden Economic Problems in the Roaring Twenties
- Interactive Chart - evaluate the US Economy in the 1920s
- Read - The Causes of the Great Depression
- Interactive Chart: Causes of the Great Depression
- Lesson Synthesize: Causes of Unemployment Revisited
- Class discussion board
- *Read - Rural America Struggles with Poverty*
- Interactive Gallery - Effects of the Dust Bowl
- Survive the Great Depression: Role Play Immersive

    - Students play through four roles to learn how the Great Depression was experienced by ordinary Americans.
- Experience the Dust Bowl
- Interactive Map and Timeline Immersive
- Students explore a chronological set of interactive maps to understand how the Dust Bowl developed, how the government tried to solve the problem, and how ordinary Americans experienced the events of these years.
- Work to End the Depression
- Decision Tree Immersive
- Students make decisions about how the Department of Labor can bet use its resources to help Americans in need
- Options include starting public works programs, encouraging employers to hire, and handing out charity.
- Studs Terkel Interviewee, Secretary of Labor Frances Perkins, Mother of a working child, workers and the unemployed
- Research Hoover and Roosevelt's responses to the Great Depression. Compare and contrast the two presidents programs. Evaluate and decide which president would you have preferred to live under?
- Digital start up - What Are the Government's Duties?
- Read - Hoover's Response Fails
- Read - Challenging Economic Times Lead to Protest
- Read - Americans Turn to Roosevelt
- Fireside chats
- Market Economy and Stock market Crash Simulation
- CHIPPO Primary Source - Emergency Banking Act 1933
- Complete a PECS (Politics, Economy, Culture, Social) Chart of the time period.
- *Read - Hard Times Hit Most Americans*

- Interactive Gallery - Life During the Great Depression

## Assessment Evidence

**Formative Assessments:**

Interactive Chart - evaluate the US Economy in the 1920s
Interactive Gallery - Effects of the Dust Bowl
Interactive Chart: Causes of the Great Depression
Survive the Great Depression: Role Play Immersive
Decision Tree Immersive

**Summative Assessments:**

The Great Depression Common Assessment

**Common Benchmark Assessments:**

ERA 9 Common Assessment

**Alternative Assessments:**

Lesson Synthesize: Causes of Unemployment Revisited
Lesson Quiz and class discussion board

## Core Instructional & Supplemental Materials

- US History Interactive
  - Topic 13: The Great Depression and the New Deal
    - Lesson 1: Causes of the Great Depression
    - Lesson 2: Americans Suffer

    - Lesson 6: Culture during the Great Depression
- Origins of the Great Depression
- The Lived Experience of the Great Depression
- The Global Effects of the Great Depression
- Khan Academy

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

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

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English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

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-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

# Unit 5

## Desired Results

**Unit 5:** The Great Depression and World War II: New Deal (1929–1945)

**Unit Summary:** Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy.

## Learning Standards

**NJSLS:**

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

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

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

6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

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

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

## Interdisciplinary Connections

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

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

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

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

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

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

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

**Interdisciplinary Connections:**

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

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.

B. Observe hyphenation conventions.
C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

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

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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).

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.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

## Learning Targets

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
| --- | --- |
| • How has the Supreme Court been able to expand individual rights by protecting all Americans?<br>• In what ways did the New Deal programs protect the environment? | • Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. |

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| • How did Roosevelt,minorities and women shape the core ideology and policies of the New Deal?<br>• Why did so many minority groups in the US have American pride despite the amount of discrimination that they experienced both in the military and the workforce?<br>• What type of specific programs were put in place to protect the welfare of individuals during the New Deal era?<br>• How did the role of government expand in terms of economic policy, capitalism and society through short term and long term events? | • Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.<br>• Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).<br>• 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.<br>• Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).<br>• Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society. |
| **Vocabulary:** The New Deal, Great Depression, New Deal, Franklin D. Roosevelt (FDR), Eleanor Roosevelt, Mary McLeod | |

Bethune, Frances Perkins, Relief, Recovery, Reform, New Deal Programs, First Hundred Days, Fireside Chats, Banking Crisis, Bank Holiday, Federal Deposit Insurance Corporation (FDIC), National Labor Relations Board (NLRB), Social Security Act, Social Security, Works Progress Administration (WPA), Civilian Conservation Corps (CCC), Tennessee Valley Authority (TVA), Agricultural Adjustment Act (AAA), Securities and Exchange Commission (SEC), National Recovery Administration (NRA), Wagner Act, Labor Unions, Collective Bargaining, Minimum Wage, Unemployment, Public Works, Deficit Spending, Government Regulation, Social Welfare, Economic Recovery, Expanded Role of Government, Minority Groups, Civil Rights, Nationalism, Supreme Court, Court-Packing Plan

**Students will be able to:**

- Classify New Deal policies and programs
- Evaluate the long-term effects of the growth of federal government
- Assess the long-term impact of the New Deal
- Describe the economic ideologies of the major political parties (Demand-side or Keynesian economics v. supply-side economics)

**Learning Activities & Differentiation:**

- Digital Start Up - Was the New Deal Really Working?
- Expanding New Deal Programs
- Interactive Timeline:  Milestones in Social Security
- President Roosevelt, A white CCC officer, *an African American CCC worker*, National Park Service , WPA Artists
- Labor Unions Thrive
- Synthesize - The Depression Challenges Ideas Of Governmental Duties
- Federal Programs and Public Infrastructure - digital start up activity
- *Women Play Increasingly Significant Political Roles*

- *A Stronger Political Voice for African Americans*
- Interactive Gallery- Enduring the New Deal Programs
- *New Deal Legislation for Native Americans*
- A New Political Coalition Emerges
- Interactive Chart - Roosevlet's Leadership
- New Deal Legislation Expands the Historical Role of Government
- Interactive Map - PWA and WPA Projects
- Did Federal Programs Meet Their Goals?
- *Discuss Elenor Roosevelt & Lorena Hickok*
- Does FDR Deserve a Third Term? Opinion Poll Immersive
- Students assume the role of a citizen preparing to vote in the 1940 presidential election. They gather information about President Roosevlet and the New Deal, then write a short speech supporting or opposing FDR's election to a third term. Senator Huey Long, ordinary citizens, President Roosevelt, Wendel Wilkie, Political Cartoons
- Discuss FDR, Polio, and his disability
- Complete a PECS (Politics, Economy, Culture, Social) Chart of the time period.
- Project Imagine: See the New Deal in Action: 360 Explorations Immersive
- Students get a front-row seat for the construction of three New Deal projects that helped put Americans back to work, as they explore interactive 360 photographs of Shenandoah National Park , the San Diego Civic Center and Hoover Dam
- Quest: Opposition to the New Deal
- Students will CHIPPO primary source documents to evaluate the impact of New Deal legislation on the historical roles of the federal government. Each student will write an essay in response to the question: Why did some

Americans oppose the New Deal? Exploration of the federal New Deal Programs will help students understand: What should governments do?

## Assessment Evidence

**Formative Assessments:**

1940 Presidential Election Simulation

Quest: Opposition to the New Deal

FDR Speech Writing

**Summative Assessments:**

New Deal Common Assessment

**Common Benchmark Assessments:**

ERA 10 Common Assessment

**Alternative Assessments:**

Students will create a graphic organizer on the three R's Relief, Recovery, Reform

## Core Instructional & Supplemental Materials

- US History Interactive
  - Topic 13: The Great Depression and the New Deal
    - Lesson 3: Two Presidents Respond
    - Lesson 4: The New Deal Expands
    - Lesson 5: Effects of the New Deal

- Equal Rights and the New Deal
- The New Deal:  A gallery tour
- President Franklin Roosevelt's Radio Address Unveiling the Second Half of the New Deal
- Equal Rights and the New Deal
- Khan Academy

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

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

# Unit 6

## Desired Results

**Unit 6:** The Great Depression and World War II: World War II (1929–1945)

**Unit Summary:** The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.

## Learning Standards

**NJSLS:**

6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.EconET.11.a: Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production

6.1.12.HistoryCC.11.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.

6.1.12.HistoryCA.11.a: Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.

6.1.12.HistoryCA.11.b: Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).

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

6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

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

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

6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

**Interdisciplinary Connections**

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

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

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

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

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

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

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

**Interdisciplinary Connections:**

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

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
B. Observe hyphenation conventions.
C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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).

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.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

## Learning Targets

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
|---|---|
| • When is war justified?<br>• What political, economical, and military mistakes did the Axis powers make that cost them the war?<br>• What was the US war strategy in the Pacific and why was it successful?<br>• How did the US mobilize the homefront war effort?<br>• What groups of people did the Nazi's target and why? | • The United States policy of neutrality in World War II was no longer a viable option following the events of Pearl Harbor.<br>• Military miscalculations by the leadership of the Axis powers led to a strategic Allied victory in World War II.<br>• The war strategy of the United States in the Pacific led to America's victory against Japan. |

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| • What was the cost of human life during WWII and how did it have a global impact? | • World War II was a total war in which all of America's economic and human resources had to be mobilized to their greatest capacity.<br>• The Nazis targeted specific groups for genocide to create a "master race."<br>• The savagery of war and indecencies against humanity were prevalent during World War II. |
| **Vocabulary:** WIB, rationing, War Bonds, "Rosie The Riveter", Manzanar, George Marshall, Dwight Eisenhower, Douglas MacArthur, Chester Nimitz, 'island hopping" "final solution", Auschwitz, Robert Oppenheimer | |
| **Students will be able to:**<br>• Analyze the causes and events that led to American involvement in the war, including the Japanese attack on Pearl Harbor and the American response.<br>• Describe and locate the major battles and key leaders of the European and Pacific theaters.<br>• Evaluate and explain how the United States mobilized its economic and military resources, including the role of all-minority military units (the Tuskegee Airmen and Nisei regiments) and the contributions of media, minorities, and women to the war effort.<br>• Analyze the Holocaust (Hitler's "final solution"), its impact on Jews and other groups, and the postwar trials of war criminals.<br>• Evaluate and explain the treatment of prisoners of war and civilians by the Allied and Axis powers. | |
| **Learning Activities & Differentiation:** | |

- Quest Inquiry project: Build a WWII Website
- Choose a soldier to document, research and follow throughout the war.
- Interactive Gallery
- War in the North Atlantic, North Africa, Two Front war
- Project Imagine
- Follow the news from the Battlefront
- Synthesize a two-front war
- Smithsonian website comparing art of WWII rationing to photographs of WWII rationing - issues of propaganda and patriotism
- Complete a PECS (Politics, Economy, Culture, Social) Chart of the time period.
- Interactive Gallery: Inside a Nazi Concentration Camp
- CHIPPO Primary Source: The Diary of a Young Girls, Anne Frank
- Preventing Another Holocaust
- Think back to the Essential Question, When Is War Justified? The Holocaust is the best-known example of genocide in modern times. Since then, the United States and United Nations have sent troops to intervene in other nations where genocide was taking place.
- Do you think the United States would be justified in invading another country in order to prevent an event such as the Holocaust?
- Analyze the outcome of the Nuremberg Trials
    - What is a war crime?
- Article: A Lesson Learned From Japanese Internment
    - How can fear lead people to accept policies or actions that restrict the rights of specific groups of people?
- Interactive Gallery: Japanese Internment
- Read: Japanese Internment

- Read: A Lesson Learned from Japanese Internment
- Read: US Remembers: 75 Years Since Japanese Internment
- Read Executive Order 9066
- CHIPPO declassified documents that were written about the construction and the dropping of the atom bombs
- Project Imagine: Join the War Effort
- Select a character to experience WWII from their perspective.
- Interactive Primary Source
    - Charter of the United Nations
        - Cite evidence
        - Draw Conclusions
        - Argue the need for the UN
- Interactive Map of Europe after WWII
- Interactive Gallery of the US economy post-WWII
- Close Read: Post WWII

| Assessment Evidence |
| --- |
| **Formative Assessments:**<br>World War II Quiz |
| **Summative Assessments:**<br>World War II Common Assessment |
| **Common Benchmark Assessments:**<br>ERA 11 Common Assessment |

**Alternative Assessments:**

Google Form Quiz

## Core Instructional & Supplemental Materials

- US History Interactive
  - Lesson 1: Rise of Aggressive Dictators
  - Lesson 2: America debates Involvement
  - Lesson 3: The US Enters WWII
  - Lesson 4: A War on Two Fronts
  - Lesson 5: The Homefront
  - Lesson 6: The Allies Win the War
  - Lesson 7: The Holocaust
  - Lesson 8: Impact of WWII
- The Second Coming
- The Four Freedoms
- Day of Infamy - video
- Lessons Learned from Pearl Harbor
- The Fallen of WWII- video
- Japanese Internment
- The Universal Declaration of Human Rights
- DBQ: Did WWII Launch the Civil Rights Movement?
- Graphic organizers
- Political cartoons and analysis forms

- Primary Source documents

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

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

# Unit 7

## Desired Results

**Unit 7:** Postwar United States: Cold War (1945 to early 1970s)

**Unit Summary:** Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.

## Learning Standards

**NJSLS:**

6.1.12.EconNE.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people

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

6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

6.1.12.EconNE: Relate American economic expansion after World War II to increased consumer demand. Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the additional benefit of the action against the additional cost.

6.1.12.EconNE.13.a: Evaluate the effectiveness of economic policies that sought to combat postWorld War II inflation.

6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.

6.1.12.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.

6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

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

6.1.12.HistoryCC.12.e: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.

**Interdisciplinary Connections**

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

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| 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas<br>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving<br>9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.<br>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources |
| **Computer Science & Design Thinking (***CS & DT***):**<br>8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints. |
| **Interdisciplinary Connections:**<br>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.<br>RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.<br>RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.<br>RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept). |

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
B. Observe hyphenation conventions.
C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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).

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.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**Climate Change**

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

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

## Learning Targets

**Unit Essential Questions:**

- What is the difference between communism and capitalism/democracy?
- What was the impact of the Space race on the American government, American people, and the science community?
- How did the US ensure economic growth and stability?
- How did agricultural inventions impact the world economy?
- What constitutional controversies existed over war conflicts during the Cold War?
- Did the US support or oppose independence movements around the world?
- How were civil liberties infringed upon during the era of McCarthyism?

**Unit Enduring Understandings:**

- The United States and the Soviet Union represented starkly different fundamental values. The United States represented democratic political institutions and a generally free market economic system. The Soviet Union was a totalitarian government with a communist (socialist) economic system.
- NASA was formed under John F. Kenedy as the “race to the moon” took off between the US and the USSR. The US government would spare no expense to increase technology. When the USSR launched Sputnik, the first space satellite, Americans lived in fear. African American women Katherine Johnson, Dorothy Vaighn, and Mary Jackson made enormous contributions to the development of the Apollo 11.

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| • Has the development of nuclear weapons affected international relationships and conflicts?<br>• How did American Foreign policy lead to the Korean War, Vietnam War, and Cuban Missile crisis? When do our freedoms and traditions become sacrificed for security?<br>• How did the Arab-Israeli conflict influence American Foreign Policy?<br>• What is our role as a Superpower and how does it sometimes conflict with our values? | • The heavy military expenditures throughout the Cold War benefited the US economy. New inventions in the 1950's created a flourishing economy under Eisenhower. The baby boom increased the needs for products and goods.<br>• During the Cold War, America's agricultural economy became a symbol of power and was used as a psychological weapon against the USSR. As a result, the American farmer was elevated beyond a mere producer of substance to an active cold war participant. The ramifications of agriculture's role in the cold war have lasted for decades in the form of subsidies, surpluses, and a lasting welfare system for farmers and agricultural interests.<br>• Civil liberties of people were violated when they were accused and convicted of being communist without substantial proof. People in Hollywood were "Blacklisted" from the movie industry.<br>• As countries began to decolonize it was important to the US that they did not turn into communist countries. Decolonizing countries were looking for help from either the US or the USSR to escape the colonial empire. The United States practiced a kind of informal imperialism where they replaced leaders |

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| | they did not like in other countries—Patrice Lumumba in the Democratic Republic of the Congo and Salvador Allende in Chile were prime examples.<br>• The Second Red Scare of the late 1940's and early 1950's was a grave threat to rights guaranteed in the Bill of Rights. Senator Joseph McCarthy played on American fears of communism by recklessly accusing many American governmental officials and other citizens of being communists, based on flimsy or no evidence. This led to the coining of the term *McCarthyism*—the making of false accusations based on rumor or guilt by association. The convictions of Julius and Ethel Rosenberg for spying for the Soviet Union and the construction of nuclear weapons by the Soviets, using technical secrets obtained through spying, increased domestic fears of communism.<br>• After the Soviet Union matched the United States in nuclear weaponry in the 1950s, the threat of a nuclear war that would destroy both countries was ever-present throughout the Cold War. America, under President Eisenhower, adopted a policy of "massive retaliation" to deter any nuclear strike by the Soviets. |

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| | • The Truman Doctrine of "containment of communism" was a guiding principle of American foreign policy throughout the Cold War—not to uproot communism where it already existed, but to keep it from spreading and to resist communist aggression into other countries. The Korean War, Vietnam War and the Cuban Missile crisis with the Soviet Union led to missteps that we have to deal with in the future. |
| **Vocabulary:** Cold War, Harry Truman, Dwight Eisenhower, John F Kennedy, Lyndon Johnson, Richard Nixon, George Kennan, NATO/Warsaw Pact, "Iron Curtain" Security Council, 38th Parallel, General Douglas MacArthur, Alger Hiss, Rosenbergs, Joseph McCarthy, "Blacklisted" Nikita Khrushchev, Fidel Castro, Mao Zedong/Chiang Kai Shek, NASA, Gulf of Tonkin Resolution, Tet Offensive, Vietnamization | |
| **Students will be able to:**<br>• Locate and explain the political boundary changes, and the formation of the United Nations and the Marshall Plan.<br>• Explain the origins and early development of the Cold War and how it changed American foreign policy, with emphasis on the Truman Doctrine and the policy of containment of communism.<br>• Analyze the efforts of the United States to protect Western Europe, including the role of the North Atlantic Treaty Organization (NATO).<br>• Analyze the changing role of the United States in Asia, including Korea, Vietnam, and China. | |

- Evaluate and explain how policy changes impacted the United States' relationships in Latin America.
- Analyze the domestic impact of the Cold War
- Evaluate and explain the factors that caused the collapse of communism in Europe and how it changed American foreign policy, including the role of Ronald Reagan.
- Evaluate the economic factors that continued the US dominance as a world power.

**Learning Activities & Differentiation:**

- CHIPPO Primary Source: The Beginning of the Cold War.
- Discuss the Yalta Conference and the creation of the United Nations. Highlight the differences between the League of Nations and the UN.
- Research the UN and delineate the differences and give examples of them via google form.
- Interactive Global Map: Global Cold War Map 1946-1956.
- Compose a T Chart of the comparisons on the Red Scare of the 1920's and the 40's.
- Interactive Gallery: Red Scare
- Interactive Timeline: Red Scare Culture
- CHIPPO Primary Source: Cold War Fears at Home
- Explain US Foreign Policy of "Containment."
- Interactive Map: Phases of the Korean War
- CHIPPO Primary Source: The Korean War
- Interactive Timeline: Confronting Cuba
- Interactive Gallery: America Enters Vietnam
- CHIPPO Primary Sources: Letters Between Bobbie Lou Pendergrass & President Kennedy.
- CHIPPO Primary Source: Life on the Front Lines

- **Project Imagine**:
  - America's Road to War in Vietnam.
  - Witness the Fighting in Vietnam
  - How the War Divided Americans
  - Do you support Nixon's Strategy in Vietnam?
- Interactive Gallery: Cold War Technological Advances
- CHIPPO Primary Source: the Cold War Intensifies

| Assessment Evidence |
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| **Formative Assessments:**<br>Korean War Quiz<br>JFK Quiz<br>Vietnam Quiz |
| **Summative Assessments:**<br>Cold War 1945-1989 Common Assessment<br>Quest Inquiry DBQ: McCarthyism in the 1950's<br>Project Imagine: Vietnam War |
| **Common Benchmark Assessments:**<br>ERA 12 Common Assessment |
| **Alternative Assessments:**<br>Google Form Quiz |

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

## Core Instructional & Supplemental Materials

- US History Interactive:
    - Topic 15: PostWar America (1945-1960)
        - Lesson 1: The Beginning of the Cold War
        - Lesson 2: The Korean War
        - Lesson 3: The Cold War Intensifies
        - Lesson 4: Cold War Fears at Home
    - Topic 17: The Vietnam War Era
        - Lesson 1: The Cold War & Vietnam
    - Lesson 2: America's Role Intensifies
    - Lesson 3: The Antiwar Movement
    - Lesson 4: The War's End & Effects
- The 1960's Idea of "The Home in 1999" - video
- Review: Capitalism & Socialism - video
- Cold War Case Study: The Cuban Missile Crisis
- The Cold War Ends
- Graphic organizers
- Political cartoons and analysis forms
- Primary Source documents

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

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# Unit 8

## Desired Results

**Unit 8:** Postwar United States: Civil Rights and Social Change (1945 to early 1970s)

**Unit Summary:** The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.

## Learning Standards

**NJSLS:**

6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination. Social and political systems throughout time have promoted and denied civic virtues and democratic principles.

6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade). Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.

6.1.12.GeoPP.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.

6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs). Governments and financial institutions influence monetary and fiscal policies.

6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.

6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.

6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.

6.1.12.EconNE.13.b: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).

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

6.1.12.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.

6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.

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

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

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

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D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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).

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.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

## Learning Targets

**Unit Essential Questions:**

- Is civil disobedience the most effective means of achieving racial equality?
- What role did the national legislative, executive and judicial branches play in the Civil Rights movement?
- What role did the NJ legislative, executive and judicial branches play in the Civil Rights movement?
- Is violence or non-violence the most effective means to achieve social change?
- Why was there a migration from the cities to the suburbs during the 1950's and 1960's?
- How did the Civil Rights movement affect the women's rights movement?
- What was the overall mood of the 1960s, and what were its lasting legacies today?

**Unit Enduring Understandings:**

- During this time period in the US, civil disobedience was needed in this era to achieve racial equality, and change.
- The executive branch did respond to the pressure of abolishing discrimination beginning in 1948 with Harry S. Truman's Executive order 9981 which desegregated the military and abolished discrimination "on the basis of race, color, religion or national origin." The judicial branch overturned "separate, but equal" by desegregating schools with Brown v. Board decision in 1954; The legislative branch and the judicial branch joined forces in 1964 with the civil Rights act in 1964 and the Voting Rights Act in 1965.
- New Jersey also tried to eliminate discrimination and segregation. New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth

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| | and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.<br>• History has proven that non-violence is the most effective means to achieve social change. However, during the Civil Rights Movement, when caucasians were violent towards African-Americans it helped the African -Americans achieve their goal.<br>• Caucasian Americans began to move to the suburbs and desegregation began across the country. De facto housing pattern discrimination continued to keep many urban populations segregated, especially as the draw of suburban seclusion became more accessible<br>• The Civil Rights Movement of the 1940s, 1950s, and 1960s provided a model that women used to extend their civil rights and promote equal justice.<br>• The 1960's were a turbulent time in the United States. The Civil Rights movement, the Anti-war movement, the assasination of JFK, and the resignation of president Johnson all had an impact at home. |
| **Vocabulary:** Executive Order 9918, "Dixiecrats", MLB Color Line, Jim Crow, Literacy Test, "Grandfather Clause", *Plessy v.* | |

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| *Ferguson*, Thurgood Marshall, MLK, Malcolm X, Rosa Parks, ‘passive resistance”,”sit-ins”, freedom marches, Betty Friedan, Gloria Steinem, "Feminine Mystique” “Southern Strategy”, Harvey Milk |
| **Students will be able to:**<br>• Evaluate and explain the impact of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded to the decision.<br>• Assess how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans.<br>• Analyze the changes in the migration of African Americans.<br>• Evaluate the changes that occurred in American culture.<br>• Synthesize the impact of the civil rights movement and the culture change on the women’s rights movement for equality. |
| **Learning Activities & Differentiation:**<br>• Create a TedTalk or Podcast<br>○ Arguing the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey’s laws in eliminating segregation and discrimination.<br>• Quest Inquiry Project-Based Learning: Create an Interactive Timeline on the Civil Rights Movement.<br>○ CHIPPO Primary Source - School Desegregation in Little Rock, Arkansas<br>○ CHIPPO Primary Source - “I Have A Dream”<br>○ CHIPPO Primary Source - Letter from Birmingham Jail<br>○ CHIPPO Primary Source - JFK Inaugural Address |

    - CHIPPO Primary Source - Reform Under Johnson
- Project Imagine: Civil Rights
    - Witness Milestones of the Civil Rights Movement
    - Work as an Investigative Reporter Travel To Civil Rights Landmarks
        - Choose Your path During Freedom Summer
        - Weigh the Evidence on the Black Panthers movement
    - Complete a PECS (Politics, Economy, Culture, Social) Chart of the time period.
- Before & After: Suburban Sprawl: 1950s to Today
- Interactive map: Demographic Trends of the 1950s
- Close Read - Social Issues in the 1950's
- Close Read: Rosa Parks and the Montgomery Bus Boycott
- Read War on Poverty from history.com
- Students will discuss in small groups the effectiveness of the Economic Opportunity Act.
- Research events in the Civil Rights movement that could have served as the catalyst.
- Write an argument with evidence-based research why this was the catalyst that started the Civil Rights movement.
- Create a Venn Diagram to compare and contrast MLK with Malcolm X.
- Analyze videos of the
    - Freedom Riders
    - Lunch Counter-Sit-ins
    - Protest marches
- Determine the impact on the "everyday" person watching these news broadcasts from home.
- The Women's Right Movement

- Interactive Timeline: The fight for Women's Rights
  - Interactive graph: Women in the workforce
  - Primary Source - Women's Rights
    - Title IX
  - Equal Rights Amendment
  - History of Roe v. Wade
- Expanding the Push for Equality
  - Case Study - Grape Boycott
  - Interactive gallery: The Fight for American Indian Rights

## Assessment Evidence

**Formative Assessments:**

Project Imagine: Civil Rights

Civil Rights  Quiz - The Civil Rights Movement Strengthens

Civil Rights Quiz - Kennedy's Reforms

1968-2020 Comparison

**Summative Assessments:**

Civil Rights and Equal Rights Common Assessment

Quest Inquiry Project-Based learning: Create an Interactive Timeline on the Civil Rights Movement.

**Common Benchmark Assessments:**

ERA 13 Common Assessment

**Alternative Assessments:**

Essay comparing and contrasting MLK and Malcom X

## Core Instructional & Supplemental Materials

- US History Interactive:
  - Topic 15: PostWar America (1945-1960)
    - Lesson 6: Mass Culture in the 1950's
    - Lesson 7: Social Issues in the 1950's
  - Topic 16: Civil Rights and Reform in the 1960's
    - Lesson 1: The Civil Rights Movement Strengthens
    - Lesson 2: The Movement Surges Forward
    - Lesson 3: Successes and Setbacks
    - Lesson4: Kennedy's Reforms
    - Lesson 5: Reform Under Johnson
  - Topic 18: An Era of Change
    - Lesson 1: The Counterculture of the 1960's
    - Lesson 2: The Women's Rights Movement
    - Lesson 3: Expanding the Push for Equality
- Rose Parks and the Montgomery Bus Boycott
- Birmingham's Racial Segregation Ordinances (1961)
- "The 'nuts and bolts' heroes of the Civil Rights Movement"
- "I Have a Dream"
- Graphic organizers

- Political cartoons and analysis forms
- Primary Source documents

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

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

# Unit 9

## Desired Results

**Unit 9:** Contemporary United States: Domestic Policies (1970–Today)

**Unit Summary:** Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational

opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

## Learning Standards

**NJSLS:**

6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.

6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws. Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

6.1.12.GeoPP.13.b: Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.

6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.

6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.

6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.

6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

6.1.12.EconNE.14.a: Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.

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

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

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

6.1.12.EconEM.14.a:Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.

6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.

6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.

6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.HistoryCC.14.a: Develop an argument based on a variety of sources that compares George HW Bush's Iraq policy with George W. Bush's.

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

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

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

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

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

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

**Interdisciplinary Connections**

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

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

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

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| 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.<br>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources |
| **Computer Science & Design Thinking (***CS & DT***):**<br>8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints. |
| **Interdisciplinary Connections:**<br>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.<br>RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.<br>RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.<br>RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).<br>RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. |

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
B. Observe hyphenation conventions.
C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.

D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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).

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.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**Climate Change**

6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws. Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

## Learning Targets

**Unit Essential Questions:**

- How have American values helped the United States become a global leader in the twenty-first century?
- Would laissez faire be the best economic policy for the United States?
- How has the composition of the U.S. shifted between 1950 and 1980 and between 1980 and today?
- How do immigrants contribute to the local economy and culture?
- How does the system of check and balance prevent one branch of government from gaining too much power today?
- Why do election campaigns divide Americans?

**Unit Enduring Understandings:**

- American values have been refined throughout contemporary US history.
- Laissez-Faire is an economic philosophy of free-market capitalism that opposes government intervention.
- Urbanization, suburbanization and ruralization shifted dramatically as American moved into the suburbs. More recently, Americans were moving back into the cities until the 2020 pandemic when a mass exit from the cities redeveloped.
- Immigrants contribute to our local economy and culture through music, food, literature, art, etc.
- Counterbalancing influences by which the government system is regulated, ensuring that

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| • Has the US government addressed racism in the US today?<br>• How have minorities and underrepresented people contributed to the American Society?<br>• How did 9/11 change Americans' views? | political power is not concentrated in the hands of individuals or groups.<br>• The two-party system in the United States divides most citizens into Republicans and Democrats. The two sides have grown farther apart for years.<br>• On March 21, 2021, the US reiterated its determination to address racism at home and abroad. The government listed six goals to eliminate racism.<br>• Minorities and underrepresented people in the US contribute to American Society in a variety of ways.<br>• 9/11 sparked the memory of the Attack on Pearl harbor. 9/11 was the first time Americans were attacked on their own soil in 50 years. Resentment and revenge was avowed. |
| **Vocabulary: Vocabulary List –** Contemporary America, Partisanship, Political Polarization, Liberalism, Conservatism, Checks and Balances, Separation of Powers, Supreme Court, Judicial Review, Electoral College, Voter Turnout, Election Process, Public Policy, Arab-Israeli Conflict, Middle East, Terrorism, September 11 (9/11), War on Terror, George H. W. Bush, George W. Bush, Persian Gulf War, Iraq War, Immigration, Migration, Multiculturalism, Diversity, Civil Rights, Environmental Movement, Climate Change, Sustainability, Health Care, Affordable Care Act, U.S. Economy, Great Recession, Economic Inequality, | |

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| Globalization, Eminent Domain, Contemporary American Culture, Social Media, Minority Representation, 2020 Presidential Election, Voting Rights |
| **Students will be able to:**<br>• Assess the development of and changes in domestic policies, with emphasis on the impact of the role the United States Supreme Court played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law.<br>• Evaluate the role of the United States in a world confronted by international terrorism, with emphasis on the American response to 9/11 (September 11, 2001)<br>• Analyze the evolving and changing role of government, including its role in the American economy.<br>• Explain the scientific technological changes and evaluate their impact on American culture.<br>• Construct an argument of the effectiveness of environmental movements.<br>• Analyze quantitative data and the correlation with immigration.<br>• Evaluate contributions of minorities and the under marginalized to the American economy, politics, and society. |
| **Learning Activities & Differentiation:**<br>• CHIPPO Primary Sources:<br>  ○ Document E: Article on President Carter's role in the Arab-Israeli Treaty<br>  ○ Document F: Political Cartoon of President Carter in National Politics, 1979<br>• Interactive Gallery: Efforts to Manage the Environment<br>• CHIPPO Primary Source: Speech at the United Nations Climate Action Summit: Greta Thunberg<br>• Writing Workshop: Students will develop an argument on the effectiveness of environmental movements |

    - Students will research one environmental movement and determine its impact on society with a focus on NJ.
- Quest Inquiry Project-Based Learning: Create a U.S. Citizenship Course
- Examine American values as identified by Alexis de Tocqueville in his 1830 book Democracy in America.
- Create a timeline that links these values to the major historical eras in U.S. history.
- Guiding Question: How have American values, as defined by Alexis de Tocqueville, helped the United States become a global leader in the twenty-first century?
- Quantitative Immigration Analysis
- How has the composition of the U.S. shifted between 1950 and 1980 and between 1980 and today?
    - Julia Moves to the US
- Use data from the Pew Research Center to have students conduct their own quantitative analysis.
- A Nation of Immigrants:
    - Discuss immigrant communities in NJ.
- How do immigrants contribute to the local economy and culture?
    - The Benefits That Place Like Dayton, Ohio Reap by Welcoming Immigrants
- Health Care
- Clinton
- Obama
- Interactive Chart: Checks & Balances in Action
- Case Study: US v. Alvarez
- Bill Clinton: Impeached
    - Students will analyze the Bill Clinton impeachment trial and reasons for impeachment.
- Project Imagine: Election Campaigns
- Election News & Updates

    - 2020 Election Results
    - Election Issues
    - The Campaign Trail
    - Participation
- Complete a PECS (Politics, Economy, Culture, Social) Chart of the time period.
    - 2020 Election Results
    - Election Issues
    - The Campaign Trail
    - Participation
- Complete a PECS (Politics, Economy, Culture, Social) Chart of the time period.
- Quest Inquiry: Laissez Faire
- Document A: Human Action by Ludwig Von Mises
- Document B: Laissez-Faire Capitalism Has Failed by Nouriel Ro
- Document C: “The Libertarian Manifesto,” by Richard Epst
- Document D: “Venture capital didn’t build that,” by William H. Janeway
    - Students will be split into 4 groups/1 group with each document
    - Students will jigsaw to teach one another and complete the Quest Organizer.
    - Students will answer the question: Would laissez faire be the best economic policy for the United States?
- Flipped Learning: Reaganomics
- Free Enterprise Spreads Technological Innovation
- Great recession 2008: How did the federal government respond to the initial rise in default rates on home mortgages?
    - Analyze the chart
- Eminent Domain: Is it constitutional?

- Flipped Learning: Technology Revolution
- Connections to Culturally Responsive Learning
- “A Thousand Points of Light” George H.W. Bush
- Sixth State of the Union Address Bill Clinton
    - Analyze Rhetoric
- Writing Workshop: Assess the effectiveness of actions taken to address the continued issue of racism.
    - Review the ongoing struggle to achieve racial equality in the United States from the colonial period, through the antebellum and Reconstruction eras, into Jim Crow, and into the Civil Rights era up until today.
    - Students will research current events and actions taken to heal America.
- Research the influence of multiculturalism in the US.
- Case Study: Obergefell v. Hodges
- Students will select a person that is a minority, LGBTQ, or an individual with a disability to research and present their contribution to the US.
- Guided Question: Is there a separation between church and state?
- Article: Supreme Court Expands Workplace Equality to LGBTQ Employees, But Questions Remain
    - What Does It mean to discriminate against someone based on their sex?
- Interactive Map: US in the Middle East 2001-2010
- CHIPPO Primary Sources:
    - “A Thousand Points of Light” George H.W. Bush
    - State of the Union Address, George W. Bush, 2002
- Flipped Video: 9/11 Attacks
- Writing Workshop: Students will compare and contrast George HW Bush’s Iraq policy with George W. Bush’s
- You Decide: Is Liberty or Security More Important After 9/11?

## Assessment Evidence

**Formative Assessments:**

CHIPPO Primary Sources

Writing Workshop - Environmental Movements

Project Imagine: Election Campaigns

**Summative Assessments:**

Domestic Policies Common Assessment

Quest Inquiry Project-Based Learning: Create a U.S. Citizenship Course

**Common Benchmark Assessments:**

ERA 14 Common Assessment

**Alternative Assessments:**

DBQ Essay on US Domestic Policies

## Core Instructional & Supplemental Materials

- US History Interactive:
  - Topic 19: America in the 1980s and 1990s
    - Lesson 2: The Reagan Era
    - Lesson 5: Clinton and the 1990's
  - Topic 20: America in the Twenty-First Century
    - Lesson 1: The George W. Presidency

    - Lesson 2: The Barack Obama Presidency
    - Lesson 4: Americans Look to the Future
- Teens' message to lawmakers: try harder on climate change
- Nobel award recognizes how economic forces can fight climate change
- Julia Moves to the US
- The Benefits That Place Like Dayton, Ohio Reap by Welcoming Immigrants
- A Record Number of Women are Serving in the 177th Congress
- Can America's Deep Political Divide Be Traced back to 1832?
- Graphic organizers
- Political cartoons and analysis forms
- Primary Source documents

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

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

# Unit 10

## Desired Results

**Unit 10:** Contemporary U.S.: International Policies (1970–Today)

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

## Learning Standards

**NJSLS:**

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

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

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

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

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

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

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

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

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

**Interdisciplinary Connections**

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

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

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

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

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

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

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

**Interdisciplinary Connections:**

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

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
B. Observe hyphenation conventions.
C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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).

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.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**Climate Change**

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

## Learning Targets

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
|---|---|
| • What caused the collapse of the Soviet Union?<br>• How has US foreign policy evolved since the Cold War?<br>• How has the role of government in the US economy changed from the end of the Cold War to today? | • Both internal problems and external pressures caused the collapse of communism in the Soviet Union.<br>• Although the Cold War ended in the early 1990s, the United States continues a foreign policy of interventionism. |

| | |
|---|---|
| • Is the United States diplomatic?<br>• What are the risks with nuclear weapons?<br>• Why does the US have an important role in the United Nations?<br>• What international conflicts have been caused by the US dependence on oil? | • President Reagan prompted a reevaluation of the size and role of government in the economy compared to today's economy under President Joe Biden.<br>• President Nixon made great diplomatic strides in China and the USSR while Reagan helped to end the Cold War through his diplomacy efforts.<br>• The Arms Race during the Cold War built nuclear weapons to unprecedented levels around the world. With nuclear weapons, comes great risk.<br>• The US is one of 5 permanent members of the United Nations. Since joining the UN, the US has been involved in humanitarian efforts around the world.<br>• As Americans continue to depend on oil, the United States has been involved in conflicts in the Middle East such as the Persian Gulf War. |
| **Vocabulary:** The United States in a Changing Global World, Cold War, Communism, Capitalism, Fall of Communism, Soviet Union, Eastern Europe, Berlin Wall, Mikhail Gorbachev, Glasnost, Perestroika, Arms Race, Nuclear Proliferation, Nuclear Deterrence, Disarmament, Diplomacy, Foreign Policy, International Relations, Globalization, United Nations (UN), Universal Declaration of Human Rights, Human Rights, Sustainable Development, UN Sustainable Development Goals (SDGs), International Cooperation, National Sovereignty, Middle East, Arab-Israeli Conflict, Terrorism, Peacekeeping, Sanctions, Humanitarian Aid, International Conflict, Multilateralism, Geopolitics | |

**Students will be able to:**

- Evaluate the factors that caused the collapse of communism in Europe and how it changed American foreign policy, including the role of Ronald Reagan.
- Assess the foreign and domestic policies pursued by the American government after the Cold War.
- Analyze the evolving and changing role of government, including its role in the American economy.
- Evaluate US diplomacy efforts under President Nixon and President Reagan.
- Assess the impact of nuclear power around the world.
- Analyze the impact of the US support of the United Nations and the Universal Declaration of Human Rights.
- Explain how western dependence on Middle Eastern oil may lead to conflicts.

**Learning Activities & Differentiation:**

- Interactive gallery: The Fall of Communism
- Interactive Primary Source: “Tear Down this Wall” - Ronald Reagan
- Article: Triangular Diplomacy: US, USSR, & China
    - Who did triangular Diplomacy Benefit?
        - Write a letter from Leonid Brezhnev to Nixon explaining your opinion on his Triangular Diplomacy strategy. Be sure to address relations with China and Americans' thoughts on communism.
- Article: The Cold War Ends
    - Was Reagan’s aggression or diplomacy more responsible for the end of the Cold War?
        - Reagan Doctrine
- Article: Chernobal’s Legacy
- Article: The United Nations
    - Why does the world need the UN today?
- CHIPPO Primary Source: Universal Declaration of Human Rights

- CHIPPO the Budget Message of the President (Biden)
- Assess the president's economic priorities
- Determine the domestic and international priorities.
- Complete a PECS (Politics, Economy, Culture, Social) Chart of the time period.
- Startup: A New World Order
- US Foreign Affairs Under George H.W. Bush
- Interactive Gallery: The Persian Gulf War

## Assessment Evidence

**Formative Assessments:**

CHIPPO Primary Sources

**Summative Assessments:**

Foreign Policy Common Assessment

**Common Benchmark Assessments:**

ERA 15 Common Assessment

**Alternative Assessments:**

DBQ Essay on US Foreign Policy

## Core Instructional & Supplemental Materials

- US History Interactive:
- Topic 19: America in the 1980's and 1990s

- Lesson 1: The Conservative Movement Surges
- Lesson 3: The Cold War Ends

- Triangular Diplomacy: US, USSR, & China
- The Cold War Ends
- Chernobal's Legacy
- The United Nations
- Primary Source: Universal Declaration of Human Rights

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

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling -

Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

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**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

# Unit 11

## Desired Results

**Unit 11:** Contemporary United States: Interconnected Global Society (1970–Today)

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

## Learning Standards

**NJSLS:**

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

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

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

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

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

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

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

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

## Interdisciplinary Connections

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

| |
|---|
| 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas<br>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving<br>9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.<br>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources |
| **Computer Science & Design Thinking (***CS & DT***):**<br>8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints. |
| **Interdisciplinary Connections:**<br>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.<br>RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.<br>RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.<br>RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept). |

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
B. Observe hyphenation conventions.
C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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).

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.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**Climate Change**

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

## Learning Targets

**Unit Essential Questions:**

- How has the media and technology impacted civic participation?
- How has the US government tried to address ethical issues in science, business, and technology?
- Has the US been effective in addressing economic issues at home and in other countries?
- What impact have fossil fuels have on the world's climate?
- What has been the impact of technology on the global workforce?
- Has international trade affected the US Economy and workforce?
- How has social media promoted American culture around the world?

**Unit Enduring Understandings:**

- The foundation of democracy is to rely on strong civic engagement. Today, it is widely recognized that digital technologies offer exciting opportunities to facilitate a stronger and more inclusive civil society.
- The government has organizations, such as the National Institute of Standards and Technology, the Office of Science and Technology Policy (OSTP), and the Office of American Innovation, and the US Defense Advanced Research Projects Agency (DARPA).
- Entering the 21st century, the US is unchallenged as the world's economic leader. Economic engagement with the rest of the world has played a key part in the success of the U.S. economy.
- When fossil fuels are burned, they release large amounts of carbon dioxide, a greenhouse gas, into

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| • What has caused the separation of two economic classes (rich and poor)? | the air. Greenhouse gasses trap heat in our atmosphere, causing global warming.<br>• Automation, digital platforms, and other innovations are changing the fundamental nature of work. Many activities that workers carry out today have the potential to be automated. At the same time, more and more people are working from home using the technology relied upon during the pandemic.<br>• Trade creates jobs. International trade lowers the cost and increases the variety of U.S. consumer purchases, benefits U.S. workers who make exports and those who rely on imports as key inputs, and helps fuel innovation, competition, and economic growth.<br>• Almost everyone utilizes one social media platform or another regularly, with the result being an immense change in how people communicate and interact with each other, not just online but in the “real world” as well. American culture is being disseminated on every social media platform around the world. |

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| | • Economic gaps are growing in several different ways, including family structure, education, lifestyle, and geography. |
| **Vocabulary:** Technology, Globalization, and the Modern World, Globalization, Global Economy, International Trade, Imports, Exports, Trade Deficit, Free Trade, Economic Interdependence, Global Workforce, Outsourcing, Automation, Artificial Intelligence (AI), Technological Innovation, Digital Economy, Emerging Technologies, Information Technology, Digital Divide, Natural Resources, Resource Scarcity, Sustainability, Renewable Resources, Nonrenewable Resources, Climate Change, Intellectual Property, Data Privacy, Cybersecurity, Medical Ethics, Bioethics, Artificial Intelligence Ethics, Global Education, Educational Equity, Media Literacy, Mass Media, Social Media, Media Bias, Misinformation, Disinformation, Freedom of the Press, Current Events | |
| **Students will be able to:**<br>• Describe how media and technology has impacted civic participation<br>• Analyze government efforts to address issues in science, medicine, and business that arise from the global use of new technologies.<br>• Assess the effectiveness of the United States government in addressing economic issues.<br>• Explain why natural resources continue to be a source of conflict and the impact of climate change.<br>• Assess the impact of technology on the global workforce.<br>• Assess the impact of international trade on the United States economy and workforce.<br>• Analyze the impact of American culture on other world cultures<br>• Explain the impact of social media on the dissemination of American culture. | |

- Evaluate the widening of the gap between the two economic classes.

**Learning Activities & Differentiation:**

- Has media and technology had a positive or negative impact on civic participation?
    - Students will research technology's effect on civic participation in the US and write a claim.
- Article: Some Devices Recognize Your Face. Is That A Good Thing?
    - Use at least three pieces of evidence from the article to answer the prompt.
- Complete PECS (politics, Economics, Culture, Socia)) Chart of the time period
- Article: World Thirst for oil keeps growing with SUVs key culprit.
- Article: Final Call to Halt Climate Catastrophe
- Interactive Gallery: Efforts To Manage the Environment
- Digital Activity: The World Today 3-D
- Article: The Globalization Challenge: The US Role in Shaping World Trade and Investment
- Analyze the social class chart from 2008 to 2014
- Analyze the Total Income Chart from 1970-2013
- Analyze the Real Household Income Chart from 1967-2013
- Start up: Achieving The American Dream
- Article: The Impact of Social Media on American Culture: How Social Media Affects Us
- Flipped Learning: Global Diffusion of American Culture
- Article: What Makes TikTok Unique?
    - Do you agree with the author's claim that all of these features are unique and beneficial to users? Why or why not?
- Article: Money Buys Even More Happiness Than It Used To
    - What did the author find in her study?

- What did the chart show?
- How have different classes of people been impacted?

## Assessment Evidence

**Formative Assessments:**

CHIPPO Primary Sources

**Summative Assessments:**

Interconnected Global Society Common Assessment

**Common Benchmark Assessments:**

ERA 16 Common Assessment

**Alternative Assessments:**

DBQ Essay on US International  Policy

## Core Instructional & Supplemental Materials

- US History Interactive:
- Topic 20: America in the Twenty-First Century
  - Lesson 4: Americans Look to the Future
- Some Devices Recognize Your Face. Is That A Good Thing?
- World Thirst for oil keeps growing with SUVs key culprit.
- Final Call to Halt Climate Catastrophe
- The Globalization Challenge: The US Role in Shaping World Trade and Investment

- The Impact of Social Media on American Culture: How Social Media Affects Us
- What Makes TikTok Unique?
- Money Buys Even More Happiness Than It Used To
- Graphic organizers
- Political cartoons and analysis forms
- Primary Source documents

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

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling -

Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning