

TOWNSHIP OF UNION PUBLIC SCHOOLS



United States History II

August 18, 2020

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

This course traces the history of the United States from World War I up to the present. All students will acquire knowledge of the time period by discussing and analyzing interactions of people, cultures, and the environment. Students will be immersed in research methods, and critical thinking techniques to demonstrate how the above-mentioned categories shaped the United States and our relations within the global community. Such knowledge and skills will enable students to make informed decisions that reflect core democratic values as productive citizens in local, national, and global communities.

A heavy emphasis has been put on communication skills, both writing and speaking. Students will also analyze charts, graphs, and maps. Skills needed to be successful in workplace environments will be applied in the form of objective reasoning, and listening, as well as problem solving.

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: World War I & the 1920s	25-30
Unit 2: The Great Depression	25-30
Unit 3: World War II & its Aftermath	25-30
Unit 4: The Cold War	25-30
Unit 5: The Civil Rights Movement	25-30
Unit 6: Passage to a New Century	25-30

Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
Unit 1 World War I & the 1920s	6.1.12.A.7.a 6.1.12.A.7.b	Identify and explain long term causes and immediate circumstances that led to World War I.	<ul style="list-style-type: none"> ● Annotations and close reading activities ● Classroom Discussions,

	<p>6.1.12.A.7.c 6.1.12.C.7.a 6.1.12.C.7.b 6.1.12D.7.a 6.1.12.D.7.b 6.1.12.D.7.c 6.1.12.A.8.a 6.1.12A.8.b 6.1.12.A.8.c 6.1.12.B.8.a 6.1.12.C.8.a 6.1.12.D.8.b C.18A:35-4.35</p>	<p>Summarize battles and weapons used in WWI.</p> <p>Summarize U.S. public opinion about the war.</p> <p>Explain mobilization efforts and how WWI impacted people at home.</p> <p>Explain how the government promoted the war.</p> <p>Summarize the social changes that affected African Americans and women.</p> <p>Analyze the consequences of WWI from a national and global perspective.</p> <p>Describe the post war conflicts between labor and management.</p> <p>Summarize the impact of the automobile and other consumer goods on American life.</p> <p>Explain in what ways the country's prosperity was superficial.</p> <p>Identify the causes and results of the changing roles of women in the 1920's.</p> <p>Describe the popular culture of the 1920's.</p> <p>What were some of the contributions of disabled and LGBTQ persons in history?</p> <p>Describe the causes and effects of the migration of African Americans to Northern cities in the early 1900's</p>	<p>Socratic seminars, and Debates</p> <ul style="list-style-type: none"> ● Analysis of graphic organizers and notes ● Annotated Timelines ● Teacher and student led PowerPoint Presentations ● Class Trips to applicable historical sites/monuments ● Definitions of key terms and concepts ● Individual/Group Presentations ● Document Based Question analysis and essays ● Written responses to queries ● Summary and Analysis of Videos/Documents/Films ● Summary and analysis of guest speakers
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>http://www.nationalgeographic.com/ http://www.history.com/ http://www.historynet.com/ https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html http://constitutionus.com/ https://www.primarysource.org/ http://historynewsnetwork.org/ https://www.smithsonianchannel.com/</p>		

	<p>https://www.archives.gov/ https://ni.gov/education/holocaust/curriculum/ https://www.cnn.com/cnn10 https://www.icivics.org/ https://kidskonect.com/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://sheg.stanford.edu/ http://www.lgbtqhistory.org/lesson/were-the-1920s-a-time-of-cultural-change/ http://www.njaniastadecurriculum.net/history/unit/emergent-modern-america United States History, Pearson, 2016.</p>	
<p>Unit 2 The Great Depression</p>	<p>6.1.12.A.9.a 6.1.12.B.9.a 6.1.12.C.9.a 6.1.12.C.9.b 6.1.12.C.9.d 6.1.12.D.9.a 6.1.12.D.9.b 6.1.12.A.10.b 6.1.12.A.10.c 6.1.12.C.10.a 6.1.12.D.10.b 6.1.12.D.10.c 6.1.12.D.10.d</p>	<p>Summarize the critical problems threatening the American economy in the late 1920's. Describe the causes of the stock market crash and the Great Depression. Explain how the Great Depression affected the economy in the United States and throughout the world. Describe how people struggled during the depression. Explain how the Depression affected men, women, and children. Summarize the actions Hoover took to help the economy and the hardships suffered by Americans. Summarize the initial steps Roosevelt took to reform banking and finance. Describe New Deal Programs Identify critics of FDR's New Deal. Identify the Second New Deal programs aimed at assisting young people and professionals. Summarize labor and economic reforms carried out under the Second New Deal. Describe Roosevelt's attitude toward African Americans.</p>

	<p>Identify some of the artists and writers of the New Deal era.</p> <p>http://www.nationalgeographic.com/ http://www.history.com/ http://www.historynet.com/ https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html http://constitutionus.com/ https://www.primarysource.org/ http://historynewsnetwork.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://nj.gov/education/holocaust/curriculum/ https://www.cnn.com/cnn10 https://www.icivics.org/ https://kidskonnect.com/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://sheg.stanford.edu/ http://www.njainstateducurriculum.net/history/unit/new-deal United States History, Pearson, 2016.</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>		
<p>Unit 3 World War II & its Aftermath</p>	<p>6.1.12.A.11.a 6.1.12.A.11.b 6.1.12.A.11.c 6.1.12.A.11.d 6.1.12.A.11.e 6.1.12.C.11.a 6.1.12.D.11.b 6.1.12.D.11.c C.18A:35-4.35</p>	<p>Examine the conflict over strategic interests leading up to WWI.</p> <p>Explore the complexities of a policy of neutrality in wartime.</p> <p>Describe the Blitzkrieg tactics Germany used against Poland.</p> <p>Explain the reasons behind the Nazis persecution of the Jews.</p> <p>Identify and describe the profound effects of the Holocaust on SURVIVORS.</p> <p>Describe the U.S. response to the outbreak of war in Europe in 1939.</p> <p>Summarize the events that brought the United States into armed conflict with Germany.</p> <p>Describe the American response to the Japanese attack on Pearl Harbor.</p>

	<p>Explain how the United States expanded its armed forces in WWI.</p> <p>Describe the wartime mobilization of industry, labor, scientists, and the media.</p> <p>Summarize the Allies' plan for winning the war.</p> <p>Describe the liberation of Europe.</p> <p>Identify the key turning points in the war in the Pacific.</p> <p>Summarize both the opportunities and discrimination African Americans and other minorities experienced during the war.</p> <p>What were some of the contributions of disabled and LGBTQ persons in history?</p>	
<p>Suggested Resources Provide links to specific resources/activities</p>	<p>http://www.nationalgeographic.com/</p> <p>http://www.history.com/</p> <p>http://www.historynet.com/</p> <p>https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html</p> <p>http://constitutionus.com/</p> <p>https://www.primarysource.org/</p> <p>http://historynewsnetwork.org/</p> <p>https://www.smithsonianchannel.com/</p> <p>https://www.archives.gov/</p> <p>https://ni.gov/education/holocaust/curriculum/</p> <p>https://www.cnn.com/cnn10</p> <p>https://www.icivics.org/</p> <p>https://kidskonnect.com/</p> <p>https://www.readworks.org/</p> <p>https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies</p> <p>https://sheg.stanford.edu/</p> <p>https://www.history.com/news/pink-triangle-nazi-concentration-camps</p> <p>http://www.njamilstadium.net/history/unit/era-of-reform</p> <p>United States History, Pearson, 2016.</p>	<p>6.1.12.A.12.a</p> <p>Analyze the ideological differences between the Soviet Union and</p>
<p>Unit 4 The Cold War</p>		

	<p>6.1.12.A.12.b 6.1.12.B.12.a 6.1.12.C.12.c 6.1.12.C.12.d 6.1.12.D.12.b 6.1.12.D.12.c 6.1.12.D.12.d 6.1.12.D.12 C.18A:35-4.35</p>	<p>the United States.</p> <p>Examine the conflicts intended to contain communism.</p> <p>Analyze the efforts to eliminate communism, including McCarthyism, and their effects on civil liberties.</p> <p>What were some of the contributions of disabled and LGBTQ persons in history?</p> <p>Evaluate the impact of the Great Society and the Warren Court.</p> <p>Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.</p> <p>Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.</p> <p>Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>http://www.nationalgeographic.com/ http://www.history.com/ http://www.historynet.com/ https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html http://constitutionus.com/ https://www.primarysource.org/ http://historynewsnetwork.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://ni.gov/education/holocaust/curriculum/ https://www.cnn.com/cnn10 https://www.icivics.org/ https://kidskonnect.com/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies</p>		

	<p>https://sheg.stanford.edu/ http://besthistorysites.net/american-history/cold-war-era/ https://www.facinghistory.org/educator-resources/current-events/lgbtq-history-and-why-it-matters http://www.niamistadcurriculum.net/history/unit/era-of-reform United States History, Pearson, 2016.</p>	
<p>Unit 5 The Civil Rights Movement</p>	<p>6.1.12.A.13.b 6.1.12.A.13.c 6.1.12.B.13.a 6.1.12.C.13.a 6.1.12.C.13.c 6.1.12.D.13.a 6.1.12.D.13.b 6.1.12.D.13.c C.18A:35-4.35</p> <p>Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equality.</p> <p>Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights.</p> <p>Evaluate the causes and ideology of the Civil Rights movement.</p> <p>Relate the role of America's dependence on foreign oil to its economy and foreign policy.</p> <p>Assess economic priorities related to international and domestic needs, as reflected in the national budget.</p> <p>Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from enacting too much power during contemporary times.</p> <p>Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.</p> <p>To what extent was the movement for LGBTQ rights part of the broader movement for Civil Rights?</p>	
<p>Suggested Resources Provide links to specific resources/activities</p>	<p>http://www.nationalgeographic.com/ http://www.history.com/ http://www.history.net.com/ https://www.census.gov/history/www/genealogy/decentennial_census_records/census_records_2.html http://constitutionus.com/ https://www.primarysource.org/ http://historynewsnetwork.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/</p>	

	<p>https://ni.gov/education/holocaust/curriculum/ https://www.cnn.com/cnn10 https://www.icivics.org/ https://kidskonnect.com/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies http://www.lgbtqhistory.org/lesson/to-what-extent-was-the-movement-for-lgbt-rights-part-of-the-broader-movement-for-civil-rights/ https://sheg.stanford.edu/ https://www.history.com/topics/black-history/civil-rights-movement United States History, Pearson, 2016.</p>	
<p>Unit 6 Passage to a New Century</p>	<p>6.1.12.A.13.b 6.1.12.B.13.a 6.1.12.C.13.a 6.1.12.C.13.c 6.1.12.D.13.a 6.1.12.D.13.c 6.1.12.D.13.e 6.1.12.D.12.d</p> <p>Relate the role of America's dependence on foreign oil to its economy and foreign policy. Assess economic priorities related to international and domestic needs, as reflected in the national budget. Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from enacting too much power during contemporary times. Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.</p>	
<p>Suggested Resources Provide links to specific resources/activities</p>	<p>http://www.nationalgeographic.com/ http://www.history.com/ http://www.historynet.com/ https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html http://constitutionus.com/ https://www.primarysource.org/ http://historynewsnetwork.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://ni.gov/education/holocaust/curriculum/ https://www.cnn.com/cnn10</p>	

https://www.icivics.org/ https://kidskonnect.com/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://sheg.stanford.edu/ https://www.tolerance.org/magazine/publications/best-practices-for-serving-lgbtq-students/appendix-b-lgbtq-historical-figures http://www.riamistadcurriculum.net/history/unit/america-faces-century United States History, Pearson, 2016.	
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Curricular Units

Unit 1: World War I & the 1920s			
Content Standards	Critical Knowledge & Skills <i>("Unpacked" Standards)</i>	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
6.1.12.A.7.a Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.	When American lives are threatened,	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates	WWI alliance maps

<p>6.1.12.A.7.b 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).</p> <p>6.1.12.A.7.c Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.</p> <p>6.1.12.C.7.a Determine how technological advancements affected the nature of World War I on land, on water, and in the air.</p>	<p>how should government respond?</p> <p>How do you keep a nation safe?</p> <p>What effect did technology have on warfare during WW I?</p>	<p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Weapons technology activities</p> <p>Trench warfare diagram</p>
<p>6.1.12.D.7.a Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.</p> <p>6.1.12.D.7.b Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.</p> <p>6.1.12.A.8.a Relate government policies to the prosperity of the country during</p>	<p>Should America go to war to make the world "safe for democracy"?</p> <p>What role did propaganda play in World War I?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p>	<p>WWI letters written from the front line</p> <p>WWI Propaganda Posters</p>

<p>the 1920s, and determine the impact of these policies on business and the consumer.</p>		<p>Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	
<p>6.1.12.C.7.b Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.</p>	<p>As Americans leave the farms and small towns to take jobs in cities, how might their lives change?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>1920's Magazine Project</p>
<p>6.1.12.A.8.a Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.</p>	<p>What role did women play in America during and after WW I?</p>	<p>DBQ On Women's Rights</p>	
<p>6.1.12.A.8.b Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.</p>	<p>What is isolationism?</p>	<p>DBQ On Prohibition</p>	
<p>6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor</p>	<p>Should government intervene in disputes between labor and business?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and</p>	<p>Analyze the Scopes Trial</p>

<p>organizations.</p> <p>6.1.12.B.8.a Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.</p> <p>6.1.12.C.8.a Analyze the push-pull factors that led to the Great Migration.</p> <p>6.1.12.D.8.b Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.</p>	<p>What events led to the Great Migration?</p> <p>How did the Harlem Renaissance affect American Culture?</p>	<p>Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Classroom Debate (Evolution v. Creationism)</p> <p>Students will analyze primary and secondary sources that explore race, gender, and sexuality in the 1920s.</p> <p>DBQ on the Great Migration</p>
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Unit 1 Assessment Plan	
<p>Formative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Summative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickers, Study guides,</p>	<p>Tests, Quizzes, Projects</p>

Unit 1 Suggested Modifications/Accommodations/Extension Activities			
<p>English Language Learners (ELL)</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Special Education / 504</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Gifted and Talented</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	
<p>a. Read written instructions/Google translate</p> <p>b. Students may be provided with note organizers/study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p>	<p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p>	<p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p>	

e. Establish a non-verbal cue to redirect student when not on task.	d. Provide modified assessments when necessary.
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Unit 1 Connections	
NJSLS - Technology	Career Readiness Practices
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p> <p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management</p> <p>CRP11. Use technology to enhance productivity.</p>
<p>21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p>	<p>Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>English: Reading, and discussion of Supreme Court Cases, Formal written response asking to formulate opinions and interpret data</p> <p>Math: Assessment of Data in Charts and on graphs</p> <p>Music: Compare/Contrast songs from the Jazz Age and the Hip Hop Era</p>

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Unit 2: The Great Depression

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>6.1.12.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression.</p> <p>6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.</p>	<p>What groups of people will be most hurt by the economic crash?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led</p> <p>PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Great Depression Children’s Book Project</p> <p>Hobo Slang – students perform skits about life on the rails.</p>
<p>6.1.12.C.9.a Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country’s economic health.</p> <p>6.1.12.C.9.b Explain how economic indicators (i.e., gross domestic product, the national price index, the national debt, and the trade deficit) are used to evaluate the health of the economy.</p>	<p>How did the Dust Bowl affect the economic situation in the United States?</p> <p>What can unemployed and impoverished people do to help themselves and each other?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led</p>	<p>Class Debates – should government intervene in the financial market?</p>

<p>6.1.12.C.9.d</p> <p>Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.</p> <p>6.1.12.D.9.a</p> <p>Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.</p>	<p>What were the main causes of the stock market crash of 1929?</p> <p>How did the Great Depression affect the rest of the world?</p>	<p>PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Shanty House Project – students construct their own shanty house with materials found.</p>
<p>6.1.12.D.9.b</p> <p>Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.</p> <p>6.1.12.A.10.b</p> <p>Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.</p>	<p>What did the government do to help the American people?</p> <p>What programs did the government put in place during the Great Depression?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led</p> <p>PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>New Deal Posters – students advocate for new deal programs</p> <p>New Deal Charts</p>
<p>6.1.12.A.10.c</p> <p>Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.</p> <p>6.1.12.C.10.a</p> <p>Evaluate the effectiveness of economic regulations and standards established during this time period in combating</p>	<p>What effect did the government policies from the New Deal have on U.S. economic policy?</p>	<p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Class Debate: How involved should the government be regarding the economy?</p>

<p>the Great Depression.</p> <p>6.1.12.D.10.b</p> <p>Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.</p> <p>6.1.12.D.10.c</p> <p>Explain how key individuals, including minorities and women (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt), shaped the core ideologies and policies of the New Deal.</p> <p>6.1.12.D.10.d</p> <p>Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.</p>	<p>How were minority groups affected by the Great Depression and New Deal?</p> <p>What role did minorities and women play in the New Deal?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>African American History</p> <p>Person of the Year Project</p> <p>New Deal - DBQ</p>
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Unit 2 Assessment Plan	
Formative Assessment	Summative Assessment
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>

Unit 2 Suggested Modifications/Accommodations/Extension Activities			
English Language Learners (ELL)	Special Education / 504	Gifted and Talented	
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Read written instructions</p> <p>b. Students may be provided with note organizers/ study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. greatsocialstudies.com (Enrichment Activities)</p>	

needed.

Unit 2 Connections

NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p>21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p>	<p>Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards</p> <p>English: Reading, and discussion of Supreme Court Cases, Formal written response asking to formulate opinions and interpret data</p> <p>Math: Assessment of Data in Charts and on graphs</p>

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Unit 3: World War II & Its Aftermath

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples (The Student will be able to:)
<p>6.1.12.A.11.a Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg- Briand Pact) in preventing international disputes.</p> <p>6.1.12.A.11.b Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.</p> <p>6.1.12.A.11.c Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.</p> <p>6.1.12.11.d Analyze the decision to use the atomic bomb and the</p>	<p>How might involvement in a large-scale war influence the United States?</p> <p>How can neutral countries participate in the affairs of warring countries?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p> <p>Annotations and close reading activities</p>	<p>Writing Assignment – news article on the War in Europe</p> <p>Newscaast – interview with world leaders involved in the conflict.</p> <p>WWII Mobilization Posters</p>

<p>consequences of doing so.</p> <p>6.1.12.A.11.e</p> <p>Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p>	<p>What factors led to the decision to drop the atomic bomb?</p> <p>How did the United States and the rest of the world respond to the Holocaust?</p>	<p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led</p> <p>PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Pearl Harbor DQB</p> <p>Class debate – should the United States use the atomic bomb?</p>
<p>6.1.12.C.11.a</p> <p>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.</p> <p>6.1.12.D.11.b</p> <p>Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship <i>New Jersey</i>) and prominent New Jersey citizens</p>	<p>How can the government encourage businesses to convert to wartime production?</p> <p>What sacrifices will you and your family be willing to make during wartime?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led</p> <p>PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and</p>	<p>Class Discussion/Debate: What should people on the home front do to support the war effort?</p> <p>DBQ - Atomic Bomb</p>

<p>(i.e., Albert Einstein) in World War II.</p>		<p>concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	
<p>6.1.12.D.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.</p>	<p>How did the military attract recruits? What role did minorities play during the war?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Holocaust Diaries Read/discuss article about "Pink Triangle" Project: The role of minorities and women during World War II.</p>
<p>6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p>			

Unit 3 Assessment Plan		
Formative Assessment		Summative Assessment
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>		<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,		Tests, Quizzes, Projects

Unit 3 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations h. Highlight Key Words & Phrases	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. e. Student may complete assessments in alternate setting when requested. f. Establish a non-verbal cue to redirect student when not on task.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)

Unit 3 Connections		
NISLS - Technology	Career Readiness Practices	
<i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NI Technology Standards</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NI Career Readiness Practices</i>	
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. 8.1.12.A.4: Construct a spreadsheet workbook with multiple	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere	

<p>worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p>21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the <u>21st Century Life and Skills</u></i></p>	<p>Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/ Sci/ SS standards as well as samples/ documents/ assignments/ etc. Refer to the <u>NI Student Learning Standards</u></i></p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>English: Reading, and discussion of Supreme Court Cases, Formal written response asking to formulate opinions and interpret data</p> <p>Math: Assessment of Data in Charts and on graphs</p>

Unit 4: The Cold War

Unit 4: The Cold War			
Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>6.1.12.A.12.a Analyze ideological differences and other factors that contributed to the Cold War and to United</p>	<p>What were the ideological differences between communism and capitalism?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and</p>	<p>Students exchange letters written as Stalin and Truman</p>

<p>States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.</p> <p>6.1.12.A.12.b Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.</p>	<p>What caused the breakdown in relations between the United States and the Soviet Union after WWII?</p>	<p>notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Cold War Timeline of Events</p>
<p>6.1.12.B.12.a Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post-World War II period.</p> <p>6.1.12.C.12.c Analyze how scientific advancements impacted the national and global economies and daily life.</p>	<p>How did the United States attempt to contain communism? How did the United States investigate the loyalty of American citizens accused of communism?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Containment Debates Containment DBQ</p>
<p>6.1.12.D.12.b Analyze efforts to eliminate communism, such as</p>	<p>Where/How was the Cold War fought?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic</p>	<p>McCarthyism Simulation</p>

<p>McCarthyism, and their impact on individual civil liberties.</p> <p>6.1.12.D.12.c Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.</p>	<p>How did the rest of the world respond to the Cold War?</p>	<p>seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Lavender Scare Activity Primary Source Reading: Nuclear Weapons</p>
<p>6.1.12.C.12.d Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.</p> <p>6.1.12.D.12.d Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.</p> <p>6.1.12.D.12.e Analyze the role that media played in bringing information to the American public and</p>	<p>How was economic stability achieved? How was the public reaction to the Vietnam War different than that of other wars?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Cuban Missile Crisis Simulation Class Debate: Should we end the war in Vietnam?</p>

shaping public attitudes toward the Vietnam War.		
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Unit 4 Assessment Plan		
Formative Assessment		Summative Assessment
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,		Tests, Quizzes, Projects

Unit 4 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate setting when requested.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)

Unit 4 Connections		
NJSLS - Technology	Career Readiness Practices	
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices	
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. 8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.	

<p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	
<p>21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p>Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>English: Reading, and discussion of Supreme Court Cases, Formal written response asking to formulate opinions and interpret data</p> <p>Math: Assessment of Data in Charts and on graphs</p>

Unit 5: The Civil Rights Movement

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (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.</p>	<p>How did legalized segregation deprive African Americans of their rights as citizens?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments</p>	<p><i>Brown v. Board of Education</i> Analysis</p>

<p>Wade) in promoting civil liberties and equal opportunities.</p> <p>6.1.12.A.13.c</p> <p>Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.</p> <p>6.1.12.B.13.a</p> <p>Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.</p>	<p>How did the immigration policy change after 1965?</p>	<p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Hart-Celler Act group discussion.</p>
<p>6.1.12.C.13.a</p> <p>Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.</p> <p>6.1.12.C.13.c</p> <p>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).</p>	<p>What tactics did the Civil Rights movement to secure rights for African Americans, women, Latinos, and Native Americans use?</p> <p>How did the boycotts of the Civil Rights movement bring about equality?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Freedom Riders DBQ</p> <p>Montgomery Bus Boycott DBQ</p>
<p>6.1.12.D.13.a</p>		<p>Annotations and close reading</p>	<p>Write an "I have a dream" speech</p>

<p>Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.</p> <p>6.1.12.D.13.b</p> <p>Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.</p>	<p>What were the accomplishments of the Civil Rights movement?</p> <p>What role did Martin Luther King, Jr. play in the Civil Rights movement?</p>	<p>activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Debates – civil rights from a state vs. federal perspective</p> <p>MLK/Malcolm X debate</p>
<p>6.1.12.D.13.c</p> <p>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.</p>	<p>What are the challenges that were not resolved during the Civil Rights movement?</p> <p>What can you do for your country?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Write, design, and act in a movie about the civil rights movement.</p> <p>Civil Rights timeline project.</p> <p>Class Discussion: To what extent was the movement for LGBT rights part of the broader movement for Civil Rights?</p>
<p>6.1.12.D.13.e</p> <p>Explain why the Peace Corps was created and how its role has evolved over time.</p>			

Unit 5 Assessment Plan		
Formative Assessment	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides		Tests, Quizzes, Projects

Unit 5 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504
<ul style="list-style-type: none"> a. Read written instructions b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations h. Highlight Key Words & Phrases 	<ul style="list-style-type: none"> a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate setting when requested. 	Gifted and Talented
		<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
		<ul style="list-style-type: none"> a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)

Unit 5 Connections		
NJSLS - Technology	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Career Readiness Practices
<p>Refer to the NJ Technology Standards</p> <p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of</p>	<p>Refer to the NJ Career Readiness Practices</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>	

at least two tables and describe the process, and explain the report results.		
<p align="center">21st Century Skills</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills</i></p>		<p align="center">Interdisciplinary Connections</p> <p align="center"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. Refer to the NJ Student Learning Standards</i></p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>English: Reading, and discussion of Supreme Court Cases, Formal written response asking to formulate opinions and interpret data</p> <p>Math: Assessment of Data in Charts and on graphs</p>	

Unit 6: Passage to a New Century

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>6.1.12.B.14.a Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.</p>	<p>How did the Nixon administration affect the political, social, and economic situation during the 1970's and beyond?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations</p>	<p>Class Debate: The impact of immigration. 1970's challenge relay race poster contest</p>

<p>6.1.12.A.14.d</p> <p>Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.</p>	<p>What makes you liberal or conservative?</p>	<p>Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	<p>Discussion Debate: Liberal and Conservative Policies</p>
<p>6.1.12.D.14.b</p> <p>Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.</p> <p>6.1.12.D.14.d</p> <p>Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.</p>	<p>How have our cities changed? How are we meeting the needs of all citizens?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	<p>Urban Renewal Project</p> <p>Debate: Would you vote for a woman president?</p>

<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 6 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions b. Students may be provided with note organizers /study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations h. Highlight Key Words & Phrases	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate setting when requested. f. Establish a non-verbal cue to redirect student when not on task.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)

Unit 6 Connections		
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices	Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i>
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. 8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. 8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.	
21st Century Skills		
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>		

Refer to the <u>21st Century Life and Skills</u>	<i>assignments/etc.</i> Refer to the <u>NI Student Learning Standards</u>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>English: Reading, and discussion of Supreme Court Cases, Formal written response asking to formulate opinions and interpret data</p> <p>Math: Assessment of Data in Charts and on graphs</p> <p>Music: Analysis of protest songs from the 1960s.</p>

