TOWNSHIP OF UNION PUBLIC SCHOOLS



Honors United States History II

July 21, 2020

Mission Statement

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

Philosophy Statement

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

Course Description

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

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

on the first day of school. Students in Honors United States History II must complete a summer assignment and submit it to their teacher

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

17208	World War I & the	Unit 1	Overview
61.12A7.	6.1.12.A.7.		Standard
0	p	Identify and exp	
Summarize battles and weapons used in WWI	that led to World War I.	vlain long term causes a	Unit Salls Fo
n WWI		ınd immediate circum	a
Classi Socra	readir	tances • Anno	Control
Classroom Discussions, Socratic seminars, and	reading activities	Annotations and close	t-Specific Practices then applicable)

Suggested Resources Provide links to specific resources/ activities http://www.history.com/ https://www.historynet.com/ https://www.census.gov/historynewsnetwork. https://www.primarysource https://www.primarysource https://www.smithsonianch https://www.archives.gov/ https://www.archives.gov/ https://www.cnn.com/cnn10							6.1.12.C.8.a 6.1.12.D.8.b	6.1.12A.8.c 6.1.12B.8.a	6.1.2A.8.a	6.1.12C./.b 6.1.12D.7.a 6.1.12D.7.b	6.1.12.A.7.c 6.1.12.C.7.a
http://www.nationalgeographic.com/ http://www.history.com/ http://www.historynet.com/ http://www.census.gov/history/www/genealogy/decennial census records/census records/c	Describe the causes and effects of the migration of African Americans to Northern cities in the early 1900's	Describe the popular culture of the 1920's.	Identify the causes and results of the changing roles of women in the 1920's.	Explain in what ways the country's prosperity was superficial.	Summarize the impact of the automobile and other consumer goods on American life.	Describe the post war conflicts between labor and management.	Analyze the consequences of WWI from a national and global perspective.	Summarize the social changes that affected African Americans and women.	Explain how the government promoted the war.	Explain mobilization efforts and how WWI impacted people at home.	Summarize U.S. public opinion about the war:
				Summary and analysis of guest speakers	queries • Summary and Analysis of Videos/Documentaries/Films	analysis and essays Written responses to	 Individual/Group Presentations Document Based Question 	 bistorical sites/monuments Definitions of key terms and concepts 	PowerPoint Presentations Class Trips to applicable	 organizers and notes Annotated Timelines Teacher and student led 	Debates • Analysis of graphic

							6.1.12.D.10.c	6.1.12.C.10.a	6.1.12.D.9.b 6.1.12.A.10.b 6.1.13.4.10.c	61.12.C9.d 61.12.D9.a	61.12.C.9.a	61.12A9.a 6.1.12B.9.a	United States Hi	http://www.bookra	http://www.njamis	https://sheg.stanford.edu/	https://www.teachingchann	https://www.icivicsoig/
Describe Roosevelt's attitude toward African Americans.	Summarize labor and economic reforms carried out under the Second New Deal.	Identify the Second New Deal programs aimed at assisting young people and professionals.	Identify critics of FDR's New Deal	Describe New Deal Programs	Summarize the initial steps Roosevelt took to reform banking and finance.	Summarize the actions Hoover took to help the economy and the hardships suffered by Americans.	Explain how the Depression affected men, women, and children.	Describe how people struggled during the depression	Explain how the Great Depression affected the economy in the United States and throughout the world.	Depression.	Describe the causes of the stock market crash and the Great	Summarize the critical problems threatening the American economy in the late 1920's.	United States History, Pearson, 2016.	http://www.bookrags.com/lessonplan/unbroken/funactivities.html#gsc.tab=0		https://sheg.stanford.edu/ https://www.lohtohistory.org/lesson/were-the-1920s-a-time-of-cultural-change/	https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies	icom/

Conflict with Germany. Describe the American response to the Japanese attack on Pearl Harbor.		
Describe the U.S. response to the outbreak of war in Europe in 1939.	6.1.1213.111	
b Identify and describe the profound effects of the Holocaust on survivors.	6.1.12.D.11.b 6.1.12.D.11.c	
Explain the reasons behind the Nazis persecution of the Jews.	6.1.12.A.11.e 6.1.12.C.11.a	
Describe the Blitzkrieg tactics Germany used against Poland.	6.1.12.11.d	
b Explore the complexities of a policy of neutrality in wartime.	6.1.12.A.11.b 6.1.12.A.11.c	Aftermath
a Examine the conflict over strategic interests leading up to WWII		Unit 3 World War II & it
United States History, Pearson, 2016.	United States	
https://www.history.com/news/pink-triangle-nazi-concentration-camps	https://www.h	
<u>nup://www.njamistaccurriculum.net/nistory/unit/new-deal</u> https://creatdenression.mrdonn.org/Jessonnlans.html	https://oreatdem	
ord.edu/	https://sheg.stanford.edu/	
https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies	https://www.tea	
<u>xct.com/</u> <u>iworks.org/</u>	https://www.readworks.org	
ivics.org/	https://www.icivics.org/	
com/cnn10	https://www.cnn.com/cnn10	resources/activities
https://ni.gov/education/holocaust/curriculum/		Provide links to specific
https://www.sirilluisorilariciarilei.com/		
http://www.smithsoplanchappol.com/	http://historyne	
https://www.primarysource.org/	https://www.pr	
<u> </u>	http://constitutionus.com/	
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https://www.census.gov/history/www/genealogy/decennial_census_records/ce	https://www.ce	
ory.com/	http://www.history.com/ http://www.historynef.com/	
http://www.nationalgeographic.com/	http://www.nat	

Explain how the United States expanded its armed forces in WWII. Describe the wartime mobilization of industry, labor, scientists, and the media. Summarize the Allies' plan for winning the war. Describe the liberation of Europe. Identify the key turning points in the war in the Pacific. Summarize both the opportunities and discrimination African Americans and other minorities experienced during the war. http://www.nistory.ocm/ http://www.history.net.com/ https://www.history.net.com/ https://www.history.net.com/ https://www.history.net.com/ https://www.history.net.com/ https://www.nistory.net.com/ https://www.nistory.net.com/ https://www.mistory.net.com/ https://www.mistory.net.com/ https://www.archives.gov/ https://www.archives.gov/ https://www.archives.gov/ https://www.archives.gov/ https://www.archives.gov/ https://www.archives.gov/ https://www.readwingchamnel.org/blog/2014/08/07/fesh-ideas-for-social-studies https://www.readwingcha	Suggested Resources Provide links to speaffur resources/activities	
	e Soviet Unic	inited States expanded its armed forces in me mobilization of industry, labor, scientics' plan for winning the war. Ition of Europe. Iming points in the war in the Pacific, ne opportunities and discrimination Africater minorities experienced during the war.

https://www.census.gov/history/wecords 2.html http://constitutionus.com/ https://www.primarysource.org/ https://historynewsnetwork.org/ https://www.smithsonianchannel.chttps://www.archives.gov/ https://www.crn.com/cnn10 https://www.readworks.org/ https://www.readworks.org/ https://www.teachingchannel.org/blohttps://www.teachingchannel.org/blohttps://sheg.stanford.edu/ https://sheg.stanford.edu/ https://learning.blogs.nytimes.com/20 https://learning.blogs.nytimes.com/20 https://www.njamistadcurriculum.net/ United States History, Pearson, 2016	6.1.12.D.12.d McCarthyism, 6.1.12.D.12.b 6.1.12.D.12.c Evaluate the in 6.1.12.D.12.d Examine const to United State Vietnam War, a Compare and cand military du Analyze the rol American publi War. http://www.nationalgeographic.com/
https://www.census.gov/history/www/genealogy/decennial census records/census.records/census.records/census.records/census.records/census.records/census.records/census.records/census.records/census.records/census.records/census.records/census.records/census.records/census.records/census.records/census.record/https://historynewsnettwork.org/https://www.archives.gov/litps://www.archives.gov/https://www.archives.gov/litps://www.archives.gov/litps://www.archives.gov/litps://www.cm.com/cm10 https://www.cm.com/cm10 https://www.cm.com/com/com/litps://www.readworks.org/https://www.readworks.org/https://www.readworks.org/https://www.readworks.org/https://www.readworks.org/https://www.readworks.org/https://www.readworks.org/blog/2014/08/07/fresh-ideas-for-social-studies/https://www.readworks.org/blog/2014/08/07/fresh-ideas-for-social-studies/https://www.readworks.org/blog/2012/12/11/fcaching-the-cold-war/https://www.history.com/news/state-department-gay-employees-outed-fired-lavender-scare/https://www.njamistadcurriculum.net/history/unit/era-of-reform/United States History, Pearson, 2016.	Analyze the efforts to eliminate communism, including McCarthyism, and their effects on civil liberties. Evaluate the impact of the Great Society and the Warren Court. Examine constitutional issues involving war powers, as they relate to United States military intervention in the Kotean War, the Vietnam War, and other conflicts. Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts. Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War. Ontion

Suggested Resources Provide links to specific resources/activities	Unit 5 The Civil Rights Movement
http://www.nationalgeographic.com/ http://www.history.com/ http://www.history.com/ http://www.historynet.com/ http://www.census.gov/history/www/genealogy/decennial.census.records/census.records-2.html http://constitutionus.com/ http://constitutionus.com/ http://www.primarysource.org/ http://historynewsnetwork.org/ https://www.smithsonianchannel.com/ https://www.rencom/can10 https://www.rencom/can10 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/civil-rights-done-right	Analyze the effectiveness of national legislation, policies, and 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.C.13.c 6.1.12.D.13.a 6.1.12.D.13.a 6.1.12.D.13.a 6.1.12.D.13.c 6.1.12.

Suggested http://w Resources Provide links to specific https://w resources/activities nsus_r http://w https://w	6.1.12 6.1.12 6.1.12 6.1.12 6.1.12 Unit 6 Passage to a New Century 6.1.12 6.1.12	http:// lgbt-rig https://s United
http://www.nationalgeographic.com/ http://www.history.com/ http://www.historynet.com/ http://www.historynet.com/ https://www.census.gov/history/www/genealogy/decennial census records/ce nsus records 2.html https://constitutionus.com/ https://constitutionus.com/ https://www.primarysource.org/ https://www.smithsonianchannel.com/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://www.archives.gov/ https://www.cnn.com/cnn10 https://www.cnn.com/cnn10 https://www.smore.com/wkrz-10-tech-tools-4-american-history https://www.readworks.org/ https://www.readworks.org/ https://www.readworks.org/ https://www.readworks.org/	6.1.12.A.13.b Relate the role of America's dependence on foreign oil to its 6.1.12.B.13.a 6.1.12.C.13.a Assess economic priorities related to international and domestic needs, as reflected in the national budget. 6.1.12.D.13.a Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from enacting too much power during contemporary times. 6.1.12.D.12.d Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.	http://www.lgbtqhistory.org/lesson/to-what-extent-was-the-movement-for-lgbt-rights-part-of-the-broader-movement-for-civil-rights/ https://www.history.com/topics/black-history/civil-rights-movement United States History, Pearson, 2016.

https://www.tolerance.org/magazine/publications/best-practices-for-serving-lgbtq-students/appendix-b-lgbtq-historical-figures
http://www.njamistadcurriculum.net/history/unit/america-faces-century
United States History, Pearson, 2016.

Curricular Units

	Unit 1: World War I & the 1920s	ar I & the 1920s	
Content Standards	Critical Knowledge & Skills ("Unpacked": Standards)	Content-Specific Practices	Standard Mastery Examples (The Student will be able tw)
6.1.12.A.7.a		Annotations and close reading	WWI alliance maps
Analyze the reasons for the policy	What Caused World War 17	activities	
of neutrality regarding World War		Classroom Discussions,	
States eventually entered the wat	What role did the United States play	Socratic seminars, and	
Clares exertinanty entreted are ware	in the war?	Debates	
6.1.12.A.7.b		Analysis of graphic organizers	
Evaluate the impact of		and notes	
government policies designed to		Annotated Timelines	Weapons technology activities
promote patriotism and to protect	When American lives are threatened,	Teacher and student led	!
national security during times of	how should government respond?	PowerPoint Presentations	
Espionage Act and the Sedition		Class Trips to applicable	
Amendment).		historical sites/monuments	
		Definitions of key terms and	
6.1.12.A.7.c	What effect did technology have on	concepts	
Analyze the Treaty of Versailles	warfare during WW 1?	Individual/Group	Trench warfare diagram
the perspectives of different		Presentations	
countries.	What is the Treaty of Versailles?	Document Based Question	
		analysis and essays	
6.1.12.C.7.a		Written responses to queries	

	and notes	What role did women play in	
	Debates Analysis of graphic organizers		during World War I.
	Socratic seminars, and	пом индиститет плез спапаст	African Americans entering the work force in large numbers
1720 S INTAGAZINE E TOJECT	activities	small towns to take jobs in cities,	term impact of women and
1820% Manatina Brainst	Annotations and close reading	As Americans leave the farms and	6.1.12.C.7.b
	speakers		
	Summary and analysis of guest		
	Videos/Documentaries/Films		
	Summary and Analysis of		
	Written responses to queries		business and the consumer.
	analysis and essays		impact of these policies on
WWI Propaganda Posters	Document Based Question		the 1920s, and determine the
	Presentations	•	Ketale government policies to the
	Individual/Group	What is a return to normalcy?	6.1.12,A.8.a
	Definitions of key terms and		World War I.
	historical sites/monuments		American foreign policy during
front line	Class Trips to applicable		American public opinion and
WWI letters written from the	PowerPoint Presentations	World War I?	special interest groups shaped
	Teacher and student led	What role did propaganda play in	Determine the extent to which
	Annotated Timelines		6.1.12.1D.7.b
	and notes		, , , , , , , , , , , , , , , , , , ,
	Analysis of graphic organizers		World War I.
	Debates	the world "safe for democracy"?	during and immediately after
	Socratic seminars, and	Should America go to war to make	Woodrow Wilson's leadership
	Classroom Discussions,		Hyaluate the effectiveness of
Woodrow Wilson Debate	activities		6 1 1217 7 2
	Annotations and close reading		
	speakers		
	Summary and analysis of guest		and in the air.
	Videos/Documentaries/Films		advancements affected the nature
	Summary and Analysis of		Determine how technological

Ġ.		led to the Great Migration.
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 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		6.1.12.C.8.a Analyze the push-pull factors that
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 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		agricultural practices on people and the environment.
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 Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Feacher and student led	affect American Cutturer	production into marginal farmlands and other ineffective
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 Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes	How did the Harlem Renaissance	6.1.12.B.8.a Determine the impact of the expansion of activities
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 Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers		
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 Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates	Migration?	organizations.
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 Annotations and close reading activities Classroom Discussions,	What exents led to the Careat	immigration, advocacy, and labor
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 Annotations and close reading activities	business?	to government policies restricting
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 Annotations and close reading		Relate social intolerance,
d d lest	Should government intervene in	6.1.12.A.8.c
d d sest		
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ώ <u>Ω.</u>		isolationism.
<u>Ω.</u>		government policies that favored
Ω.		American public opinion and
Ω.		States factories and farms with
Ω.		Compare and contrast the global
<u> </u>		6.1.12.A.8.b
Ω.		
	***************************************	business and the consumer.
historical sites/monuments	What is isolationism?	impact of these policies on
		the 1920s, and determine the
PowerPoint Presentations PowerPoint Presentations PowerPoint Presentations		prosperity of the country during
Annotated Limelines	America during and after WW 17	6.1.12.A.8.a Relate povernment policies to the

6.1.12.D.8.b Assess the impact of artists, writers, and musicians of the
writers, and musicians of the
1920s, including the Harlem
Renaissance, on American culture
and values.

Written responses to queries
Summary and Analysis of
Videos/Documentaries/Films
Summary and analysis of guest
 speakers

Students will analyze primary and secondary sources that explore race, gender, and sexuality in the 1920s.

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	Group Discussions, Graphic Organizers, Class Participation, Exit	Galleria Galleria	
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Unit I Su	Unit 1 Suggested Modifications/Accommodations/Extension Ac	ion Activities
English Language Learnets (ELL) When possible, provide links to specific samples/ documents/ assignments/etc.	Special Education / 504 When possible, provide links to specific samples/, documents/ assignments/ etc.	Gifted and Talented When possible, provide links to specific samples (documents) assignments (etc.
a. Read written instructions/Google translate	a. Students may be provided with note organizers /	 Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	b. Extended time on assessments when needed.	c. Provide Assessments at a Higher Level of Thinking
 c. Model and provide examples 	c. Preferred seating to be determined by student and	,
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	 d. Provide modified assessments when necessary. 	
when not on task.		

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.	NJSLS - Technology When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards
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.	Unit 1 Connections Career Readiness Practices When possible, provide links to specific samples! documents! assignments etc. Refer to the NI Career Readiness Practices

8.1.12.A.2: Produce and edit a multi-page digital document for a	CRP5. Consider the environmental, social and economic impacts of
commercial or professional audience and present it to peers and/or professionals in that related area for review.	decisions. CRP6. Demonstrate creativity and innovation. CRP8. II filips critical thinking to make sense of problems and persevere
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.	in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.
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.	
21st Century Skills When possible, provide links to specific samples / documents / assignments/est. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide lines: to sperfix ELA/Math/Sel/SS standards as well as samples/ documents/ assignments/etc. Refer to the M Student Learning Standards
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.	English: Reading, and discussion of Supreme Court Cases, Formal written response asking to formulate opinions and interpret data
9.2.8.B.4 Evaluate how traditional and nontraditional	<u>Unbroken</u> : Book Study
globally.	Math: Assessment of Data in Charts and on graphs
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	Music: Compare/Contrast songs from the Jazz Age and the Hip Hop Era
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

Content Standards Critical Knowledge & Skills ("Unpacked" Standards) Unit 2: The Great Depression Content-Specific Practices (when applicable) Standard Mastery Examples When possible, prende links to specific samples! documents! assignments! etc.

found.	and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films	How did the Great Depression affect the rest of the world?	6.1.12.D.9.a Explore the global context of the Great Depression and the
Shanty House Project – students construct their own shanty house with materials	Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis	What were the main causes of the stock market crash of 1929?	causes and outcomes of the stock market crash in 1929 with other periods of economic instability.
	PowerPoint Presentations Class Trips to applicable historical sites/monuments		6.1.12.C.9.d Compare and contrast the
	Annotated Timelines Teacher and student led		evaluate the health of the economy.
financial market?	Analysis of graphic organizers and notes		index, the national debt, and the trade deficit) are used to
Class Debates – should the	Classroom Discussions, Socratic seminars, and Debates	themselves and each other?	indicators (i.e., gross domestic product, the consumer price
	Annotations and close reading	What can unemployed and	6.1.12.C.9.b
	Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers		adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
721.18.	Individual/Group Presentations Document Based Question analysis and essays Written responses to queries	Statesr	6.1.12.C.9.a
Hobo Slang – students perform skits about life on the	Class Trips to applicable historical sites/monuments Definitions of key terms and concepts	How did the Dust Bowl affect the economic situation in the United	the Dust Bowl intensified the worsening economic situation during the Great Depression.
	Annotated Timelines Teacher and student led PowerPoint Presentations		6.1.12.B.9.a Determine how agricultural
	Analysis of graphic organizers and notes	,	Great Depression.
TOOK T TO CCL	seminars, and Debates	most hurt by the economic crash?	government contributed to the
Book Project	Classroom Discussions Socratic	What oronns of people will be	policies of the United States
Great Depression Children's	Annotations and close reading		6.1.12.A.9.a Analyze how the actions and

New Deal - DBQ	Class Trips to applicable historical		women (i.e., Mary McLeod
	PowerPoint Presentations		including minorities and
	Annotated Timelines Teacher and student led		6.1.12.D.10.c Explain how key individuals,
	notes		*
Person of the Year Project	Analysis of graphic organizers and	and New Deal?	past and recent presidents.
African American History	seminars and Debates	affected by the Great Depression	Delan Processed and those of
	Classroom Discussions, Socratic	affected by the Creat Depression	leadershin abilities of Franklin
	Annotations and close reading	How water minority crowns	6.1.12.D.10.b
	A		The Circuit of Chicoston.
			the Great Dentession
			standards established dumig
			economic regulations and
			Examinate the chickery chicks of
			Firelinate the effectiveness of
	speakers		and society.
	Summary and analysis of guest		economic policy, capitalism,
	Videos/Documentaries/Films		role of government on
regarding the economy?	Summary and Analysis of	Circ Coccinonate Locate).	term impact of the expanded
snome are government be	Written responses to queries	on U.S. economic policy?	Evaluate the short- and long-
should the comment be	and essays	policies from the New Deal have	6.1.12.A.10.c
Class Debate: How involved	Document Based Question analysis	What effect did the government	
	Individual/Group Presentations		the welfare of individuals.
	concepts ,	the Great Depression?	Social Security) in protecting
	Definitions of key terms and	government put in place during	(i.e., the FDIC, NLRB, and
	sites/monuments	With programs and are	during the New Deal period
New Deal Charts	Class Trips to applicable historical	W/hat programs did the	governmental policies enacted
	PowerPoint Presentations		Assess the effectiveness of
	Teacher and student led		6.1.12.A.10.b
	Annotated Timelines		
	notes		minorities
	Analysis of graphic organizers and		groups, and ethnic and racial
Programio	seminars, and Debates	ricib me immerican brobic:	American family, migratory
thoopsome	Classroom Discussions, Socratic	halt the American technical	Great Depression on the
advocate for new deal	activities	What did the government do to	Analyze the impact of the
New Deal Posters – students	Annotations and close reading		6.1.12.D.9.b
	speakers		economic collapse.
	Summary and analysis of onest	of Anna Anna Anna Anna Anna Anna Anna Ann	reasons for the worldwide

Summary and analysis of guest		Jersey and the nation.
Videos/Documentaries/Films		arts programs impacted New
Summary and Analysis of		New Deal public works and
Written responses to queries		Determine the extent to which
and essays		6.1.12.D.10.d
Document Based Question an		
Individual/Group Presentation		the New Deal.
concepts		core ideologies and policies of
Definitions of key terms and	women play in the New Deal?	Eleanor Roosevelt), shaped the
sites/monuments	What role did minorities and	Bethune, Frances Perkins, and
· · · · · · · · · · · · · · · · · · ·	Sites/monuments Definitions of key term concepts Individual/Group Press Document Based Quest and essays Written responses to qu Summary and Analysis of Videos/Documentaries	

Unit 2 Assessment Plan Formative Assessment When possible, provide links to specific samples documents assignments etc. Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides, Tickets, Study guides,	Γ	G	I MANUAL CONTROL OF THE PROPERTY OF THE PROPER	
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Unit 2 Su	Unit 2 Suggested Modifications/Accommodations/Extension Ac	ion Activities
English Language Learners (EILL) When possible, provide links to spesific complete/ documents/ assignments/etc.	Special Education / 504 When possible, provide links to specific samples/ documents/ assignments/ etc.	Gifted and Talented When possible, provide links to specific samples/ documents/ assignments/est.
a. Read written instructions	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key	b. Extended time on assessments when needed.	c. Provide Assessments at a Higher Level of Thinking
topics.	c. Preferred seating to be determined by student and	d. greatsocialstudies.com (Enrichment Activities)
c. Model and provide examples	teacher.	
d. Extended time on assessments when	d. Frovide modified assessments when necessary.	
needed.		

8.1.12.A. personal aspiration	W
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.	Un NJSLS - Technology When possible, provide lines to specific samples/ deciments/ assignments/etc. Refer to the NJ Technology Standards
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.	Unit 2 Connections Career Readiness Practices When possible, provide links to specific samples (documents / assignments / etc. Refer to the NJ Career Readiness Practices

	9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.
	9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
Math: Assessment of Data in Charts and on graphs	9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
English: Reading, and discussion of Supreme Court Cases, Formal written response asking to formulate opinions and interpret data	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.
Interdisciplinary Connections When possible, provide links to specific ELA/Maib/Sti/SS standards as well as samples / documents/ assignments/str. Refer to the NI Student Learning Standards	21st Century Skills When possible provide links to speiffe samples! ideaments! assignments! atc. Refer to the 21st Century Usic and Skills:
	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.
in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.	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.
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	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.

	Unit 3: World War II & Its Afterma	· II & Its Aftermath	
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples (The Student will be able to:)
		Annotations and close reading activities	- processor - C
6112 A 11 c	How might involvement in a	Classroom Discussions,	Writing Assignment – news
Evaluate the effectiveness of	large-scale war influence the	Socratic seminars, and	article on the War in Europe
international agreements	United States?	Debates	,
following World War I (e.g.,		Analysis of graphic organizers	
League of Nations, Treaty of		and notes	Compare and contrast
Versailles, Washington Naval	How can neutral countries	Annotated Timelines	different perspectives about
Pact) in preventing international	participate in the affairs of	Teacher and student led	how the United States should
disputes.	warring countries?	PowerPoint Presentations	respond to aggressive actions
,		Class Trips to applicable	taken by other nations at this
6.1.12.A.11.b		historical sites/monuments	time
Compare and contrast different		Definitions of key terms and	
perspectives about how the United States should respond to	What were the major causes of	concepts Individual / Group	
aggressive policies and actions		Presentations	
time		Document Based Question	Newscast - interview with
	To what extent was WWII a	analysis and essays	world leaders involved in the
6.1.12.A.11.c	direct consequence of WWI?	Written responses to queries	conflict.
regarding Japanese internment		Videos/Documentaries/Films	
and actions against other minority groups were a denial of civil		Summary and analysis of guest	WWII Mobilization Posters
rights.			
6.1.12.11.d Analyze the decision to use the	In what ways did new technologies influence the	Annotations and close reading activities	
consequences of doing so.	tactics and strategies employed	Socratic seminars, and	Pearl Harbor DQB

and analyze the impact of the post-war shift back to domestic production. 6.1.12.D.11.b 6.1.12.D.11.b 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	c ring	6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. What factors le to drop the ato the rest of the U the rest of the U the Holocaust?
What sacrifices will you and your family be willing to make during wartime?	How can the government encourage businesses to convert to wartime production?	during WWII? What factors led to the decision to drop the atomic bomb? How did the United States and the rest of the world respond to the Holocaust?
Annotated Timelines Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers	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
Evaluate the role of New Jersey and prominent New Jersey citizens in World War II.	Class Discussion/Debate: What should people on the home front do to support the war effort? DBO - Atomic Bomb	Class debate — should the United States use the atomic bomb?

	speakers		
	Summary and analysis of guest		
	Videos/Documentaries/Films		
impact of these organizations	Summary and Analysis of		
describe the subsequent	Written responses to queries		
lo protect numan ngnts, and	analysis and essays		
or international organizations	Document Based Question	superpowers?	
riolocaust led to the creation	Presentations	relationships with other global	
World War II and the	Individual/Group	foreign policy and its	the Holocaust.
Class Discussion: Explain now	concepts	permanently influence U.S.	rescuers, and perpetrators during
	Definitions of key terms and	In what ways did WWII	of victims, survivors, bystanders,
	historical sites/monuments		Compare the varying perspectives
	Class Trips to applicable		6.1.12.D.11.d
ļ.	PowerPoint Presentations	minorities make during WWII?	
and women during world war	Teacher and student led	Americans and other ethnic	
Project: The role of minorities	Annotated Timelines	What contributions did African	workforce.
	and notes		experienced in the military and
	Analysis of graphic organizers		despite the discrimination they
l nangle"	Debates	recruits?	a strong sense of nationalism
Read/discuss article about "Pink	Socratic seminars, and	How did the military attract	minority groups often expressed
	Classroom Discussions,		Asian Americans and other
Holocaust Diaries	activities		Americans Native Americans
Proceedings of the Control of the Co	Annotations and close reading	What is genocide?	6.1.12.D.11.c
	speakers		
	Summary and analysis of guest		
	Summary and Analysis of		
	Written responses to queries		
	analysis and essays		
	Document Based Question		
	Presentations	- CONTROL AND ADDRESS OF THE ADDRESS	War II.

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Tickets, Study guides,	Group Discussions, Graphic Organizers, Class Participation, Exit
	Tests, Quizzes, Projects

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

	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.
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.	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.
CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	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.
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.	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.
Unit 3 Connections Career Readiness Practices When possible, provide links to specific samples (documents) assignments etc. Refer to the NI Career Readiness Practices	Unit When possible, provide letter to specific temples documents avignments etc. Refer to the M Technology Standards

21st Century Skills When possible, provide links to specific samples / documents / assignments / etc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links to specific ELA/Math/Sa/SS standards as well as samples/ documents/ assignments/ etc. Refer to the N/ Student Learning Standards
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.	English: Reading, and discussion of Supreme Court Cases, Formal written response asking to formulate opinions and interpret data
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	Math: Assessment of Data in Charts and on graphs
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

	Analysis of graphic organizers and	a de	the Cold War and to United
	seminars, and Debates	arre Calvernation	factors that contributed to
	Classroom Discussions, Socratic	and capitalism?	differences and other
as Stalin and Truman	activities	differences between communism	Analyze ideological
Students exchange letters written	Annotations and close reading	What were the ideological	6.1.12.A.12.a
Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/ etc.	Content-Specific Practices (when applicable)	Critical Knowledge & Skills ("Unpacked" Standards)	Content Standards
	Unit 4: The Cold War	Unit 4: 1	

	Classroom Discussions, Socratic	tougnt	communism, such as
	Annotations and close reading	Where/How was the Cold War	6.1.12.D.12.b
	speakers		
	Summary and analysis of guest		
	Videos/Documentaries/Films		
	Summary and Analysis of		
	Written responses to queries		
	and essays		
	Document Based Question analysis	communism?	
	Individual/Group Presentations	American citizens accused of	economies and daily life.
Containment DBQ	concepts	investigate the loyalty of	national and global
)	Definitions of key terms and	How did the United States	advancements impacted the
	sites/monuments	++ ++ + 1 ++ + + + + + + + + + + + + +	Analyze how scientific
	Class Trips to applicable historical		6.1.12.C.12.c
	Presentations		
	Teacher and student led PowerPoint		
	Annotated Timelines		-World War II period.
Containment Debates	notes		nations in the post
	Analysis of graphic organizers and		rebuilding of European
	seminars, and Debates		regional alliances in the
	Classroom Discussions, Socratic		of the Marshall Plan and
	activities	attempt to contain communism?	Evaluate the effectiveness
	Annotations and close reading	How did the United States	6.1.12.B.12.a
	speakers		
	Summary and analysis of guest		other conflicts.
	Videos/Documentaries/Films		War, the Vietnam War, and
	Summary and Analysis of		intervention in the Korean
changes.	Written responses to queries		United States military
Change of mich dominated the society	and essays		powers, as they relate to
for one or more domestic social	Document Based Question analysis	W/W/II?	issues involving war
conflict in the 1950's set the stage	Individual/Group Presentations	States and the Soviet Union after	Examine constitutional
involvement in one global	concepts	relations between the United	6.1.12.A.12.b
Essay: Explain how the US	Definitions of key terms and	What caused the breakdown in	and the Vietnam War.
Audio V CARACA CA CACAACA	Class Trips to applicable historical		the Cuban Missile Crisis,
Tavender Scare	Presentations		including the Korean War,
Read/discuss passage about The	Teacher and student led PowerPoint		contain communism,
	Annotated Timelines		conflicts intended to
Cold War Timeline of Events	notes		States involvement in

Class Debate: Should we end the war in Vietnam?	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	How was the public reaction to the Vietnam War different than that of other wars?	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. 6.1.12.D.12.e Analyze the role that media played in bringing information to the
Cuban Missile Crisis Simulation	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and	How was economic stability achieved?	6.1.12.C.12.d Assess the role of the public and private sectors in promoting economic growth and ensuring
Primary Source Reading: Nuclear Weapons	Annotated Timelines 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		6.1.12.D.12.c Evaluate how the development of nuclear weapons by industrialized countries and developing counties affected international relations.
McCarthyism Simulation	seminars, and Debates Analysis of graphic organizers and	How did the rest of the world respond to the Cold War?	McCarthyism, and their impact on individual civil

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

rajut.	Unit 4 Connections
NJSLS - Technology When possible, provide links to sperific samples! documents! assignments! etc. Refer to the NI Technology Standards	Career Readiness Practices When possible, provide links to specific samples / documents / assignments / etc. Refer to the NI 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.	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.
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.	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.
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.	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.
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.	
21st Century Skills When possible provide links its perific samples; documents; assignments; etc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links to specific ELA/Math/Sti/SS standards as well as camples/ documents/ assignments/etc. Refer to the NI Student Learning Standards
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.	English: Reading, and discussion of Supreme Court Cases, Formal written response asking to formulate opinions and interpret data
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	Math: Assessment of Data in Charts and on graphs
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

	Unit 5: The C	Unit 5: The Civil Rights Moveme	le
Content Standards	Crifical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/htt.
6.1.12.A.13.b		Annotations and close reading	
Analyze the effectiveness of national legislation, policies,		Classroom Discussions, Socratic	Brown v. Board of Education
and Supreme Court	How did legalized segregation deprive	seminars, and Debates	THIAIYSIS
decisions (i.e., the Civil	African Americans of their rights as	Analysis of graphic organizers and	
Rights Act, the Voting	citizens?	notes	
Rights Act, the Equal Rights		Annotated Timelines	
Amendment, Title VII, Title		Teacher and student led	
IX, Affirmative Action,		PowerPoint Presentations	
Brown v. Board of		Class Trips to applicable historical	
Education, and Roe v.		sites/monuments	
Wade) in promoting civil		Definitions of key terms and	

The state of the s			,
Write an "I have a dream" speech	Annotations and close reading activities		6.1.12.D.13.a Determine the impetus for
	Summary and analysis of guest speakers		
	Videos/Documentaries/Films		education).
	Summary and Analysis of		spending, employment,
	Written responses to queries		recession, taxation, deficit
	Document Based Question analysis		economic impact on the
	Individual/Group Presentations	movement bring about equality?	1960s and today by assessing
Montgomery Bus Boycott DBQ	concepts	How did the boycotts of the Civil Rights	enacted to end poverty in the
; ;	Definitions of key terms and		social legislation that was
	Class I rips to applicable historical		0.1.12.C.13.C Evaluate the effectiveness of
	PowerPoint Presentations		74 40 C 43
	Teacher and student led		human rights.
	Annotated Timelines		in the struggle for civil and
	notes		sit downs, etc.) as weapons
	Analysis of praphic organizers and		Montgomery Bus Boycott,
	Seminars and Debates	Americans use?	measures (e.g., the
Freedom Riders DBQ	activities	A mericans women Taking and Making	Explain now individuals and
- Control Cont	Annotations and close reading	What tactics did the Civil Rights	6.1.12.C.13.a
			impacted cities.
			describe how this movement
			the 1950s and 1960s, and
			American cities to suburbs in
			led to migration from
			0.1.12.8.13.a Determine the factors that
	,		
	speakers		and the United States.
	Summary and analysis of most		immioration to New Jersey
	Summary and Analysis of		which changes in hadona
	Written responses to queries		Which changes in national
discussion.	and essays	after 1965?	6.1.12.A.13.c
Hart-Celler Act oronn	Document Based Question analysis	How did the immigration policy change	1
	Individual/Group Presentations		opportunities.
Tribut's control of the state o	concepts		liberties and equal

	W-0.4111144444444444444444444444444444444	The state of the s	An in a contract of the contra
	Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers		
G	and essays Written responses to queries		its role has evolved over time.
Civil Rights timeline project	Document Based Question analysis		Explain why the Peace Corps was created and how
	concepts	What can you do for your country?	6.1.12.D.13.e
	Definitions of key terms and		
Ç	ciass imps to applicable instolicat		
Rights?	PowerPoint Presentations		
the movement for LGBT rights part of	Teacher and student led		opportunities.
Class Discussion: To what extent was	Annotated Timelines	AAAAA Y CAAAAAAA	rights and equal
	notes	movements	Raza in their partenit of civil
	seminars, and Debates Analysis of graphic organizers and	What are the challenges that were not	organizations, the American
about the civil rights movement.	Classroom Discussions, Socratic		failures of women's rights
Write, design, and act in a movie	activities		Analyze the successes and
	Annotations and close reading	The state of the s	6.1.12.D.13.c
	speakers		
	Summary and analysis of guest		
	Videos / Documentaries / Films		
	Written responses to queries		
	and essays		
	Document Based Question analysis		evaluate their legacies.
MLK/Malcolm X debate	Individual/Group Presentations		Rights Movement, and
	Definitions of key terms and	in the Civil Rights movement?	Martin Luther King, Jr., and
	sites/monuments	What role did Martin Luther King, Ir. play	leadership and ideology of
	Class Trips to applicable historical		Compare and contrast the
	PowerPoint Presentations		6.1.12.D.13.b
,	Teacher and student led		
vs. federal perspective	Annotated Timelines		for African Americans.
Debates – civil rights from a state	notes	Civil Rights movement?	needed to ensure civil rights
	Analysis of graphic organizers and	What were the accomplishments of the	governmental actions were
	seminars, and Debates	4	and explain why national
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		h. Highlight Key Words & Phrases
		Presentations
		g. Pair Visual Prompts with Verbal
	setting when requested.	f. Students may use a bilingual dictionary.
	E. Student may complete assessments in alternate	when not on task.
	d. Provide modified assessments when necessary.	e. Establish a non-verbal cue to redirect student
	teacher.	d. Extended time on assessments when needed.
d. greatsocialstudies.com (Enrichment Activities)	 Preferred seating to be determined by student and 	c. Model and provide examples
c. Provide Assessments at a Higher Level of Thinking	 Extended time on assessments when needed. 	organizers/study guides to reinforce key topics.
b. Extension/Challenge Questions	study guides to reinforce key topics.	b. Students may be provided with note
a. Use of Higher Level Questioning Techniques	a. Students may be provided with note organizers /	a. Read written instructions
W ben possible, provide unter to specific samplus / documents/ assignments/etc.	w pan possible, problee unike to specific samples) (documents) assignments(etc.	w nen possole, provide unes so openju sampies), aodiments) assignments/esc.
Gifted and Talented	Special Education / 504	English Language Learners (ELL)
Activities	Unit 5 Suggested Modifications/Accommodations/Extension Activities	Un.

in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.	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.
CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	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.
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.	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.
Unit 5 Connections Career Readiness Practices When possible, provide links to specific samples documents assignments etc. Refer to the N Career Readiness Practices	NJSLS - Technology When possible, provide lines, to specific samples! documents assignments etc. Refer to the NI Technology Standards

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.	
21st Century Skills When possible, provide links to sperife samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links to specific ELA/Math/Sal/SS standards as well as samples! documents/ assignments/est, Refer to the NJ Student Learning Standards
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.	English: Reading, and discussion of Supreme Court Cases, Formal written response asking to formulate opinions and interpret data
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	Math: Assessment of Data in Charts and on graphs
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

	Unit 6: Passage to a New Century	lew Century	
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to sperfit samples/ documents/ assignments/etc.
6.1.12.B.14.a	How did the Nixon administration Affect the political social and	Annotations and close reading activities	1970's challenge
Determine the impact of recent immigration and	economic situation during the 1970's	Classroom Discussions, Socratic seminars, and Debates	poster contest
migration patterns in New Jersey and the United States	Use did moreover to the subsubs officet	Analysis of graphic organizers and notes	song contest
on demographic, social, economic, and political	the major cities?	Annotated Timelines Teacher and student led	₹
issues,		PowerPoint Presentations	Class Discussion: Why did so
6.1.12.B.14.b		Class Trips to applicable historical sites/monuments	many people leave the suburbs

Clinton Administration DBQ	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led	How did the Clinton administration affect the political, social, and economic situation during the 1990's and beyond?	Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
Reagan Administration DBQ	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		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).
Debates –fossil fuels vs. green energy.	Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and	What causes a recession?	government policies and agencies in New Jersey and the United States in addressing these decisions. 6.1.12.C.13.c
Student created board games to teach/learn about the 1980's and 90's.	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes	Why was there a resurgence of conservative values in the 1980's?	6.1.12.B.14.c Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of
	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		urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
in the late 1960s/early 1970s?	Definitions of key terms and	CONTRACTOR	Analyze how regionalization

When possible, provide links to specific samples / documents / assignments/etc. Group Discussions Graphic Organizers. Class Participation.		6.1.12.D.14.d 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. How are citizens?	6.1.12.D.14.b Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.	6.1.12.A.14.d Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms. What What ideologies and actions of conse conse.	
Formative Assessment "links to pedite samples! documents! assignments! etc. Granhic Organizers, Class Participation, Exit	Unit 6 As	How are we meeting the needs of all citizens?	How have our cities changed?	What makes you liberal or conservative?	
Summative Assessment When possible, provide links to specific samples! documents! assignments! ass Tests, Quizzes, Projects	Unit 6 Assessment Plan	notes Annotated Timelines 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	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and	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	
samples/ documents/ assignments/etc. es, Projects		Debate: Would you vote for a woman president?	Urban Renewal Project	Discussion Debate: Liberal and Conservative Polices	

Tickets, Study guides,	Group Discussions, Graphic Organizers, Class Participation, Exit	Utili 6 A. When possible, provide links to specific tamples, documents/assignments/etc.
	Tests, Quizzes, Projects	Assessment Plan Summative Assessment When possible, provide links to spesific samples [documents [assignments [atc.

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

$4 \mu m G$	Unit 6 Connections
NJSLS - Technology When possible, provide links to specific samples / decements / assignments / sic	V ben posiibi
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.	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.
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.	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.
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.	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.
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.	-
21st Century Skills When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links to specific BLA Math/Sei/SS standards as well as samples! documents! assignments! etc. Refer to the NJ Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and	

	9.2.8.8.7 Evaluate the impact of online activities and social media on employer decisions.
	9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
Math: Assessment of Data in Charts and on graphs Music: Analysis of protest songs from the 1960s.	9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
English: Reading, and discussion of Supreme Court Cases, Formal written response asking to formulate opinions and interpret data	leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.