

# Advanced Placement 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 citizens of our global community. 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, learning environment where every student is challenged, inspired, empowered, and respected as

## **Philosophy Statement**

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

## **Course Description**

exploring the history of the United States. This curriculum begins with post-Reconstruction Industrialization and continues chronologically to today. The Advanced Placement United States History II course is the second year of a two-year program

United States History Advanced Placement exam, which will be offered in May. of the DBQ-Document Based Question and other open-ended writing responses preparing the students for the investigation of issues and events essential to the various periods. Students will learn the skills and processes Instruction emphasizes the application of higher order thinking skills as well as the analysis and

communicate the content. Primary documents, individual and group research, and selected pieces of art and political, economic and civic problems of different time frames. A variety of strategies will be incorporated to literature will be blended into the instructional process. Reconstruction period up to, and including the present day. Students will examine historical issues from a variety of perspectives. Students will also analyze the causes and evaluate the effects of particular social, This course traces the history of the United States from Industrialization and Urbanization of the post-

# Curriculum Units/Pacing Guide

| Unit # / Title                                   | Number of Davs |
|--|----------------|
| Unit 1: Industrialization and Urbanization       | 15             |
| Unit 2: Gilded Age Politics                      | 10             |
| Unit 3: Imperialism                              | 10             |
| Unit 4: Progressivism                            | 15             |
| Unit 5: World War I                              | 20             |
| Unit 6: The Roaring 20's                         | 20             |
| Unit 7: The Great Depression and the New Deal    | 20             |
| Unit 8: American Foreign Policy and World War II | 10             |
| Unit 9: The Cold War and the Eisenhower Years    | 10             |
| Unit 10: The New Frontier and the Great Society  | 20             |
| Unit 11: Nixon, Carter and the Seventies         | 10             |
| Unit 12: Reagan/ Bush/ Clinton and Beyond        | 15             |

## Unit Standards Overview

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| close reading activities |                   |                         |

| Trace the events that led to the creation of labor and agricultural organizations to protect the rights of workers. Assess the effectiveness of public education in fostering national unity and American values and in meeting | industrialization in New Jersey and the United States during this period. | Analyze government policies and other factors that promoted innovation, entrepreneurship, and | of periods of expansion and recession on and individuals. | Analyze the cyclical nature of the economy and the impact | Compare and contrast economic development of the North, South, and West in the post- Civil War period. | regarding the goods, and explain the positive or negative impact of these practices on the nation and on individuals | 6.1.12.D.5.d organizations (i.e., corporations and the monopolies | 6.1.12.D.5.c Analyze the economic practices of various business | 6.1.12.D.5.b Assess the impact of rapid urbanization on the quality of life in cities. | 6.1.12.D.5.a nationwide economy and movement of populations | 6.1.12.C.5.c Explain how the Homestead Act, the availability of land and number of interest.  Figure 1.12.C.5.c railroads and waterways promoted the growth of a | 6.1.12.C.5.a Americans.                 | 6.1.12.B.5.b actions by groups and individuals to address discrimination against new immigrants, Native American, and African | 6.1.12.B.5.a  Analyze the effectiveness of government | 6.1.12.A.5.c  Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide |
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| if labor and jhts of workers. ion in fostering meeting  | nited States  | ctors that<br>nd  | businesses  | y and the impact  | ment of the<br>Var period.   | tive or negative nd on individuals.  | ronopolies)   | hisiness  | n the quality of   | pulations.  | lability of land and franscontinental bowth of a   |   | ess discrimination and African  | A solicios and of                                     | s to regulate<br>o provide   |
|   | <ul> <li>Summary and analysis of guest speakers</li> </ul>                | Videos/Documentari<br>es/Films  | <ul> <li>Summary and<br/>Analysis of</li> </ul>           | <ul> <li>written responses to<br/>queries</li> </ul>      | Question analysis and essays   | Presentations  Document Based  | <ul> <li>Individual/Group</li> </ul>                              | Definitions of key  | applicable historical sites/monuments  | • Class Trips to  | <ul> <li>Teacher and student<br/>led PowerPoint</li> <li>Presentations</li> </ul>  | <ul> <li>Annotated Timelines</li> </ul> | <ul> <li>Analysis of graphic<br/>organizers and notes</li> </ul>  | seminars, and<br>Debates                              | <ul> <li>Classroom</li> <li>Discussions, Socratic</li> </ul>   |

| 6.1.12.0.6.c   |   | Unit 2 6.1.12.C.6.a Gilded Age Politics 6.1.12.C.6.b  | The Am<br>Doing t   | https://ww<br>http://www<br>The Am   | http://ai   | https://w/   | Provide links: to specific Provinces / activities  Tecownes / activities  https://x |   | http://his/https://wi   | http://coi   | iei snsu l   | http://www | http://ww                          |  |                                  |  |
|--|---|---|---|--|---|--|---|---|---|--|--|------------|------------------------------------|--|----------------------------------|--|
| 6.1.12.D.6.a Analyze the impact of money, investment, credit, savings, | Determine how supply and demand influenced price and output during the industrial Revolution. | <ul> <li>Evaluate the effective-ness of labor and agricultural organizations in improving economic opportunities for various groups.</li> </ul> | The American Spirit.  Doing the DBQ, USA: College Entrance Examination Board. | https://www.history.com/topics/industrial-revolution/industrial-revolution<br>http://www.njamistadcurriculum.net/history/unit/establishment-new-nation<br>The American Pageant | https://absitement.neh.gov/introduction-advanced-placement-us-history-lessons<br>http://ap.gilderlehrman.org/ | https://www.readworks.org/<br>https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies | https://www.cnn.com/cm10<br>https://www.icivics.org/                                | https://www.archives.gov/<br>https://nj.gov/education/holocaust/curriculum/ | http://historynewsnetwork.org/<br>https://www.smithsonianchannel.com/ | http://constitutionus.com/<br>https://www.primarysource.org/ | ntps://www.cerisus.gov/riistory/www/geriealogy/decerifilar_cerisus_fecolds/ce<br>nsus_fecords_2.html |            | http://www.nationalgeographic.com/ | Relate varying immigrants' experiences to gender, race, ethnicity or occupation. | economic needs and expectations. |  |

| Imperialism  | Suggested Resources Provide Int. to partie resourcel activities  |   |
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| c.1.12.B.6.b raw materials and finding new global markets to promote trade.  6.1.12.D.6.b Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion. | http://www.history.com/ http://www.historynet.com/ http://www.historynet.com/ https://www.historynet.com/ https://www.historynet.com/ https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html https://constitutionus.com/ https://www.primarysource.org/ https://www.gov/education/holocaust/curricultum/ https://www.archives.gov/ https://www.readworks.org/ https://www.readworks.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies/ https://sheg.stanford.edu/ https://sheg.stanford.edu/ https://sheg.stanford.edu/ https://sheg.stanford.com/topics/19th-century/gilded-age/ https://www.history.com/topics/19th-century/gilded-age/ https://www.niamistadcurricultum.net/history/unit/establishment-new-nation The American Pageant The American Spirit. Doing the DBQ, USA: College Entrance Examination Board. | Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States |

|   | Unit 4 Progressivism   |  | Suggested Resources  Suggested inks to passific   |   |   |
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| 6.1.12.A.6.b and in promoting social justice.  6.1.12.A.6.c Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality. | The American Pageant  The American Spirit.  Doing the DBQ, USA: College Entrance Examination Board.  6.1.12 A.6.a   Evaluate the effectiveness of Progressive reforms in | https://www.teadworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://sheg.stanford.edu/ https://edsitement.neh.gov/introduction-advanced-placement-us-history-lessons http://ap.gllderlehrman.org/ https://quizlet.com/1544664/imperialism-flash-cards/ https://www.njamistadcurriculum.net/history/unit/establishment-new-nation | http://constitutionus.com/ http://www.primarysource.org/ https://www.primarysource.org/ https://nistorynewsnetwork.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://mi.gov/education/holocaust/curriculum/ https://www.cnn.com/cnn10 https://www.icivics.org/ | http://www.nationalgeographic.com/<br>http://www.history.com/<br>http://www.historynet.com/<br>https://www.census.gov/history/www/genealogy/decennial_census_records/ce | Compare and contrast the toreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power. |

|                               | Unit 5<br>World War I   |   |   |  |   |   |  | resources/activities                                   | Suggested Resources  Provide links to specific |                           |                                     |                                |  |                         |                                    |  |   |   |  |   |  |
|-------------------------------|---|---|---|--|---|---|--|--|--|---------------------------|-------------------------------------|--------------------------------|--|-------------------------|------------------------------------|--|---|---|--|---|--|
| 6.1.12.A.7.b entered the war. | 6.1.12.A.7.a Analyze the reasons for the policy of neutrality regarding | Doing the DBQ, USA: College Entrance Examination Board. | The American Pageant The American Capital | http://www.njamistadcurriculum.net/history/unit/establishment-new-nation | http://ap.gilderlehrman.org/<br>https://quizlet.com/10704589/apush-the-progressive-era-1901-1917-flash-cards/ | https://sheg.stantord.edu/<br>https://edsitement.neh.gov/introduction-advanced-placement-us-history-lessons | https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies | https://www.icivics.org/<br>https://www.readworks.org/ | https://www.cnn.com/cnn10                      | https://www.archives.gov/ | https://www.smithsonianchannel.com/ | https://www.primarysource.org/ | https://www.census.gov/history/www/genealogy/decennial_census_records/ce | http://www.history.com/ | http://www.nationalneographic.com/ | Paul, and Lucy Stone) and the eventual ratification of | women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony Alice | Analyze the successes and failures of efforts to expand | state and local governmental policies. | Advancement of Colored People) to United States | organizations (i.e. the National Association for the |

| Suggested ntty Resources http Provide links to http specific http resources/activities http http http http http http http  |   |   |   |   | D N   | 6.7  | 6.1   | 6  |
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| 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/census_records_2.html http://constitutionus.com/ https://www.primarysource.org/ https://historynewsnetwork.org/ https://historynewsnetwork.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ | Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I. | Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I. | Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I. | Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I. | 6.1.12.D.7.b Determine how technological advancements affected the nature of World War I on land, on water, and in the air. | 6.1.12.D.7.a Explain how global competition by nations for land and resources led to increased militarism. | 6.1.12.C.7.a  Analyze the Treaty of Versailles and the League of Nations 6.1.12.C.7b  from the perspectives of different countries. | 6.1.12.B.7.a Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights. |

|   | 6.1.12.A.8.b<br>6.1.12.C.8.a<br>6.1.12.C.8.b<br>6.1.12.D.8.a  | Roaring  |
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| Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.  Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence. | policies on business and the consumer.  Compare and contrast the global marketing prounted States factories and farms with America opinion and government policies that favored in Relate social intolerance, xenophobia, and fea anarchists to government policies restricting in advocacy, and labor organizations.  Analyze the push-pull factors that led to the G Migration. | https://mi.gov/education/holocaust/curriculum/ https://www.cm.com/cm10 https://www.cm.com/cm10 https://www.readworks.org/ https://www.readworks.org/ https://www.readworks.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://sheg.stanford.edu/ https://sheg.stanford.edu/ https://ap.gilderlehrman.org/ https://ap.gilderlehrman.org/ https://www.history.com/topics/world-war-i/world-war-i-history http://www.njamistadcurriculum.net/history/unit/establishment-new-nation The American Pageant The American Spirit.  Doing the DBQ. USA: College Entrance Examination Board.  6.1.12.A.8.a Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these |

| Unit 7  The Great Depression & the New Deal  6  6   | Suggested htt htt htt htt htt htt htt htt htt ht  |  |
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| 6.1.12.D.9.b  Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.  6.1.12.A.10.a  Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal.  Assess the effectiveness of governmental policies enacted | http://www.history.com/ http://www.history.com/ http://www.history.com/ http://www.history.com/ http://www.history.com/ http://www.pimary.source.org/ http://constitutionus.com/ http://www.pimary.source.org/ http://historynewsnetwork.org/ http://www.smithsonianchannel.com/ https://www.smithsonianchannel.com/ https://www.smithsonianchannel.com/ https://www.creaducation/holocausi/curriculum/ https://www.creaducation/holocausi/curriculum/ https://www.creaducation/holocausi/curriculum/ https://www.creaducation/com/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://sleg.stanford.edu/ https://sleg.stanford.edu/ https://sleg.stanford.edu/ https://www.listory.com/topics/roaring-twenties https://www.history.com/topics/roaring-twenties https://www.niamistadcurriculum.net/history/unit/establishment-new-nation The American Spirit.  Doing the DBQ. USA: College Entrance Examination Board. | 1920s, including the Harlem Renaissance, on American culture and values. |

| Suggested Resources Provide Inter to specific recourted / activities:  |
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| 6.1.12.D.10.c Social Security) 6.1.12.D.10.d Evaluate the shore role of govern and society.  Compare and compare a |
| 6.1.12.D.10.c during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.  6.1.12.D.10.d Social Security) in protecting the welfare of individuals.  Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.  Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.  Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.  Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.  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/historynewsnetwork.org/ https://www.census.gov/introduction-advanced-placement-us-history-lessons/https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies/https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies/https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies/https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies/https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies/https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies/https://www.natmistadcurr.culum.net/history/umit/establishment-new-nation/https://www.natmistadcurr.culum.net/history/umit/establishment-new-nation/https://www.natmistadcurr.culum.net/history/umit/establishment-new-nation/https://www.natmistadcurr.culum.net/history/umit/establishment-new-nation/https://www.nation.com/https://www.nation.com/https://www.nation.com/https://www.nation.com/https://www.nation.com/https://www.nation.com/https://www.com/https://www.nation.com/https://www.com/https://www.com/https://www.com/https://www.com/https://www.com/https://www.com/https |
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|  |   |   |   |  | Unit 8<br>American Foreign<br>Policy & WWII   |
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|  | 6.1.12.D.11.d<br>6.1.12.D.11.e<br>6.1.12.A.11.e   | 6.1.12.C.11.b<br>6.1.12.D.11.a<br>6.1.12.D.11.c   | 6.1.12.A.11.e<br>6.1.12.B.11.a  | 61.12.A.11.c   | 6.1.12.A.11.a<br>6.1.12.A.11.b  |
| Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.  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. | Explain the role that geography played in the development of military strategies and weaponry in World War II.  Relate new wartime inventions to scientific and technological advancements in the civilian world. | Analyze the decision to use the atomic bomb and the consequences of doing so.  Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. | Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights. | Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time. | Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s. |

Provide links to specific Suggested Resources The American Spirit The American Pageant http://www.njamistadcurriculum.net/history/unit/establishment-new-nation https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://www.readworks.org/ https://www.smithsonianchannel.com/ nsus records 2.html http://www.history.com http://www.nationalgeographic.com/ gbtq-students/appendix-b-lgbtq-historical-figures <u> http://ap.gilderlehrman.org/</u> https://edsitement.neh.gov/introduction-advanced-placement-us-history-lessons https://sheg.stanford.edu/ ittps://www.icivics.org/ http://historynewsnetwork.org/ https://www.census.gov/history/www/genealogy/decennial\_census\_records/ce http://www.historynet.com/ https://www.tolerance.org/magazine/publications/best-practices-for-serving-<u> https://www.history.com/news/pink-triangle-nazi-concentration-camps</u> https://nj.gov/education/holocaust/curriculum/ ttps://www.archives.gov/ ttps://www.primarysource.org/ ttp://constitutionus.com/ tps://www.cm.com/cm10 during the Holocaust and other genocides subsequent impact of these organizations. creation of international organizations (i.e., the United Nations) to protect human rights, and describe the Explain how World War II and the Holocaust led to the Holocaust. bystanders, rescuers, and perpetrators during the Compare the varying perspectives of victims, survivors Assess the responses of the United States and other nations to the violation of human rights that occurred

|  |   |  |  |  |               |  |                               |               |   |  |                  | the Eisenhower<br>Years                                 | Unit 9 The Cold War &  |
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|  |   | 6.1.12.C.13.b  | 6.1.12.C.13.a                                      | 6.1.12.B.13.a  | 6.1.12.A.13.b | 6.1.12.D.12.c  | 6.1.12.D.12.b                 | 6.1.12.C.12.d | 6.1.12.C.12.c                                     | 6.1.12.C.12.a  | 6.1.12.B.12.a    | 6.1.12.A.12.b   | 6.1.12.A.12.a  |
| Determine the factors that led to migration from American cities to suburbs in the 1950s and1960s, and describe how this movement impacted cities. | 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. Wade) in promoting civil liberties and equal opportunities. | industrialized countries and developing counties affected international relations. | Evaluate how the development of nuclear weapons by | Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties. | stability.    | Assess the role of the public and private sectors in | the post-World War II period. |               | Korean War, the Vietnam War, and other conflicts. | Examine constitutional issues involving war powers, as | the Vietnam War. | involvement in conflicts intended to contain communism, | 6.1.12.A.12.a Analyze ideological differences and other factors that |

|   |  |   | Unit 10 The New Frontier & the Great Society   |   |                      |  |  |   |   |  | Suggested Resources Provide links to specific        |  |  |                                |                            |  |                            |   |  |
|---|--|---|--|---|----------------------|--|--|---|---|--|--|--|--|--------------------------------|----------------------------|--|----------------------------|---|--|
| 6.1.12.D.13.c Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today. | and their influence on public attitudes and environment protection laws. | 6.1.12.B.13.b United States.  6.1.12.B.13.b Evaluate the effectiveness of environmental movements | 6.1.12.A.13.c Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the | Doing the DBQ. USA: College Entrance Examination Board. | The American Pageant | http://www.njamistadcurriculum.net/history/unit/establishment-new-nation | https://www.history.com/news/state-department-gay-employees-outed-fired- | http://ap.gilderlehrman.org/<br>https://www.history.com/topics/cold-war | https://edsitement.neh.gov/introduction-advanced-placement-us-history-lessons | https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies | https://www.icivics.org/<br>https://www.icivics.org/ | https://nj.gov/education/holocaust/curriculum/ | https://www.smithsonlanchannel.com/<br>https://www.archives.gov/ | http://historynewsnetwork.org/ | http://constitutionus.com/ | <u>nttps://www.census.gov/history/www/genealogy/decennial_census_records/census_records 2.html</u> | http://www.historynet.com/ | http://www.nationalgeographic.com/<br>http://www.hisfory.com/ | Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation. |

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|   | 6.1.12A.14.a  | Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.                               |
|---|---|--|
|   | 6.1.12.A.14.c   | Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times. |
|   | 6.1.12.A.14.d   | Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.                   |
|   |   | Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.                        |
|   |   | Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.        |
| Suggested Resources Provide links to specific | http://www.nationalgeographic.com/<br>http://www.history.com/<br>http://www.historynet.com/ | <u>lgeographic.com/</u><br><u>com/<br/><u>net.com/</u></u>   |
| resources/activities                          | nsus records 2.html http://constitutionus.com/  | nsus records 2.html http://constitutionus.com/   |
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|   | http://ap.gilderlehrman.org/  | rman.org/  |
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| Unit 12 Reagan, Bush, Clinton & Beyond Suggested Interest Provide links to specific resources/activities Interest Intere |                           |
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| its economy and foreign policy.  6.1.12.D.15.c  Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.  Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.  http://www.nationalgeographic.com/ http://www.history.com/ http://www.history.com/ http://www.history.com/ http://www.primarysource.org/ http://www.primarysource.org/ https://www.smithsonianchannel.com/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://www.cm.com/omilo https://www.icachingchamnel.org/blog/2014/08/07/fresh-ideas-for-social-studies   | mistad<br>n Pag<br>n Spir |

|  | Doing the DBQ. USA: College Entrance Examination Board | The American Spirit | The American Pageant | http://www.njamistadcurriculum.net/history/unit/establishment-new-nation | http://ap.gilderlehrman.org | http://www.ushistory.org/us/59d.asn | indos///eastementaireir.gov/midodachon-duvanced-pracement-ds-msw/<br>lascans |   | nups://sneg.stanford.edu/ |
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### Curricular Units

|   | Unit 1: Industrialization & Urbanization                            | tion & Urbanization                                      |   |
|---|---|--|---|
| Content Standards   | Critical Knowledge & Skills ("Unpacked" Standards)                  | Content-Specific Practices                               | Standard Mastery Examples (The Student will be able to:)            |
| 6.1.12.A.5.a<br>Assess the impact of  |   | Annotations and close reading activities                 |   |
| governmental efforts to regulate industrial and financial systems in order to | To What extent did the government                                   | Classroom Discussions,<br>Socratic seminars, and         | Reconstruction Essay  |
| provide economic stability.   | assist in the rise in corporate capitalism following the Civil War? | Debates Analysis of graphic organizers                   |   |
| 6.1.12.A.5.b  | Terlia bourinduction  | and notes Appointed Timelines                            | Industrialization Political   |
| governmental policies and of  | changed the political, economic, and                                | Teacher and student led                                  | Cartoon Analysis  |
| actions by groups and individuals to address                                  | social landscape of the nation.                                     | PowerPoint Presentations Class Trips to applicable       |   |
| immigrants, Native Americans, and African                                     | To what extent did the union movement successfully organize         | historical sites/monuments  Definitions of key terms and | Analyze today's attitudes towards immigrants, legal and illegal and |

| reading  |
|--|
| analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest  |
| Definitions of key terms and concepts Individual/Group Presentations Document Based Question   |
| Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments  |
| Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers  |
| Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers |
|  |

Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.

### 6.1.12.D.5.b

Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.

### 6.1.12.D.5.c

Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

#### 6.1.12.D.5.d

Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

Explain how infrastructure and the governments push to expand private land usage affected the industrial age?

How might immigrants respond to help from someone outside their culture?

What skills do immigrants need in order to thrive in the United States?

activities
Classroom Discussions,
Socratic seminars, and
Debates
Analysis of graphic organic

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

Primary Source Quiz on
Philanthropy of Industrials

DBQ's — Immigration and

Industrialization

Essay on Impact of Market Economy

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|   | 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.  |
|---|---|
| Math: Map Skills, interpreting charts and graphs  | 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/Math/Sa/SS standards as well as samples/ documents/  assignments/sta.  Refer to the NI Student Learning Standards   | 21st Century Skills  When possible, provide links to specific samples/ documents/ assignments/etc.  Refer to the 21st Century Life and Skills   |
|   | 8.1.12.A5: 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 1 Connections  Carcet Readiness Practices  Pho posible, provide links to specific samples, documents, assignments, etc.  Refer to the NI Carcet Readiness Practices  | Unit  NJSLS - Technology  When passible, provide links to specific samples/ distancents/ assignments/etc.  Refer to the NI Technology Standards   |
|   |   |
| students may be provided with note organizers / dy guides to reinforce key topics.  Extended time on assessments when needed. Preferred seating to be determined by student and cher.  Provide modified assessments when necessary.  a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking c. Provide assessments when necessary. | <ul> <li>a. Read written instructions/Google translate</li> <li>b. Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>c. Model and provide examples</li> <li>d. Extended time on assessments when needed.</li> <li>e. Establish a non-verbal cue to redirect student when not on task.</li> <li>a. Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>b. Extended time on assessments when needed.</li> <li>c. Preferred seating to be determined by student teacher.</li> <li>d. Provide modified assessments when necessary.</li> </ul> |
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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.

English: DBQ Writing, NJSLS style writing, Primary/Secondary Source Analysis

| 144400000000000000000000000000000000000   | Annotations and close reading   | A TOTAL CONTRACTOR CON | •   |
|---|---|--|---|
| ·   | 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 |  | Industrial Revolution.  |
| Market Activity -establishing a market price for consumer products.                                     | Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and  | How did political machines regulate government and business in their districts?  | 6.1.12.C.6.b  Determine how supply and demand influenced price and output during the  |
| Debate on effect of Labor<br>Unions   | Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines                                       | How did unions benefit the working class and change the landscape of business?   | 6.1.12.C.6.a Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups. |
| 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 2: Gilded Age Politics   | Unit 2: Gilder   |   |

|                                | speakers                       |                                       |                               |
|--------------------------------|--------------------------------|---------------------------------------|-------------------------------|
|                                | Summary and analysis of guest  |                                       |                               |
|                                | Videos/Documentaries/Films     |                                       |                               |
|                                | Summary and Analysis of        |                                       |                               |
|                                | Written responses to queries   |                                       | United States.                |
|                                | analysis and essays            |                                       | Silk Strike 1913) and the     |
|                                | Document Based Question        |                                       | in New Jersey (i.e., Paterson |
|                                | Presentations                  |                                       | during the late 19th century  |
|                                | Individual/Group               |                                       | industry, and urban culture   |
| geographic characteristics     | concepts                       |                                       | development of agriculture,   |
| the modern city in relation to | Definitions of key terms and   |                                       | and immigration on the        |
| Map Activity – development of  | historical sites/monuments     | society is beneficial?                | technological innovation      |
|                                | Class Trips to applicable      | structure that capitalism brings to a | Assess the impact of          |
|                                | PowerPoint Presentations       | Do you think the distinct class       | 0.1.10.0.0                    |
|                                | Teacher and student led        |                                       |                               |
| driven society.                | Annotated Timelines            |                                       | מום ווס וועסס כו ווטואומממס.  |
| DBQ - impact of the consumer   | and notes                      |                                       | development of the nation     |
|                                | Analysis of graphic organizers |                                       | institutions on the           |
|                                | Debates                        | class in America?                     | savings, debt, and financial  |
|                                | Socratic seminars, and         | reflect the needs of the working      | money, investment, credit,    |
| Gilded Age Politics            | Classroom Discussions,         | How the differences in labor union    | Analyze the impact of         |
| Political Cartoon Analysis –   | activities                     |                                       | 6.1.12.C.6.c                  |

| <ul><li>a. Use of Higher Level Questioning Techniques</li><li>b. Extension/Challenge Questions</li><li>c. Provide Assessments at a Higher Level of Thinking</li></ul> | <ul><li>a. Students may be provided with note organizers /<br/>study guides to reinforce key topics.</li><li>b. Extended time on assessments when needed.</li></ul>  | a. Read written instructions b. Students may be provided with note stud organizets/study guides to reinforce key b.        |
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| sjon-Activities<br>Gifted and Talented<br>Whn possible, provide intes to specific samples) documents/<br>assignments/etc.   | Unit 2 Suggested Modifications/Accommodations/Extension Activity  Special Education / 504  beamonts/  When possible provide lines to specific samples/ documents/  When the designments of the samples of | Utit 2 Sugges English Language Learners (ELL) When posiths, provide links to petific samples (decements) assignments   en. |
| Tests, Quizzes, Projects  | icipation, Exit  | Group Discussions, Graphic Organizers, Class Participation, Exit<br>Tickets, Study guides,                                 |
| Summative Assessment When possible, provide links to specific samples/documents/assignments/esc.  |  | Formative Assessment  When possible, provide links to specific samples! documents! assignments! dic                        |

Unit 2 Assessment Plan

| leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.  9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.  9.2.8.B.5 Analyze labor market trends using state and federal  Math: Map Skills, inter  Math: Map Skills, inter  Math: Map Skills, inter  Art: Political Cartoons | 5 en (1986)<br>1986 - Paris Carlos (1986)<br>1986 - Paris Carl | 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. | 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.2: Produce and edit a multi-page digital document for a CRP5. Considered and present it to peers and/or professionals in that related area for review.                     | 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.  CRP2. Apply CRP3. Attended | Unit 2 Connections  NJSLS - Technology  When passible, provide links to specific samples/documents/ designments/stc.  Will Echnology Standards             | c. Model and provide examples d. Extended time on assessments when needed.  c. Preferred seating to be determined by student and teacher.  d. Provide modified assessments when necessary. |
|--|--|--|--|---|---|--|--|
| Math: Map Skills, interpreting charts and graphs<br>English: DBQ Writing, NJSLS style writing,<br>Primary/Secondary Source Analysis<br>Art: Political Cartoons   | Interdisciplinary Connections When possible, provide links in specific ELA/Math/Sa/SS standards at well as samples/ documents/ assignments/six.  Refer to the NJ Student Learning Standards  |  | 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.                    | CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. | 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.                                  | Career Readiness Practices  When possible, provide links to specific samples [ documents   assignments   etc.  Refer to the N   Career Readiness Practices | tudent and d. greatsocialstudies.com (Enrichment Activities)   |

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.   | online activities and social   |  |  |
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|  | Unit 3: Im   | Unit 3: Imperialism                                      |  |
| Content Standards  | Critical Knowledge & Skills ("Unpacked" Standards)   | Content-Specific Practices (when applicable)             | Standard Mastery Examples (The Student will be able to.) |
| 6.1.12.B.6.a   |  | Annotations and close reading                            |  |
| Determine the role geography played in gaining   | Make an argument for the most  | activities Classroom Discussions,                        | Imperialism DBQ  |
| access to raw materials and finding new global markets to  | important reason for U.S. imperialistic policy.  | Socratic seminars, and Debates                           |  |
| טוטוויסופ וומעפי.  |  | Analysis of graphic organizers                           | Writing Prompt - major                                   |
| 6.1.12.B.6.b Compare and contrast issues   | explain U.S. Justifications for going to war with Spain in 1898?   | Annotated Timelines                                      | cause of illiperation                                    |
| involved in the struggle between the unregulated development of natural  | To what extent were U.S.   | PowerPoint Presentations Class Trips to applicable       | Panama Canal Case  |
| resources and efforts to conserve and protect natural  | policies in Latin America and the Caribbean economic in nature?  | historical sites/monuments  Definitions of key terms and | Study  |
| of industrial expansion.   | Describe how the location of   | Individual/Group   | Debating Roosevelt                                       |
| 6.1.12.D.6.b   | places in which the U.S. has   | Presentations  | Corollary and Wilsons                                    |
| Compare and contrast the foreign policies of American  | role in those decisions.   | analysis and essays                                      | Mission Diplomacy.                                       |
| presidents during this time  |  | Written responses to queries                             |  |
| these presidents contributed   |  | Videos/Documentaries/Films                               | DBQ American   |
| to the United States becoming a world power.   |  | Summary and analysis of guest speakers                   | Imperialism in the Pacific.                              |
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| Unit 3 Su  | Unit 3 Suggested Modifications/Accommodations/Extension Ac          | ion Activities  |
|--|---|---|
| English Language Learners (ELL)                              | Special Education / 504   | Gifted and Talented   |
| When possible, provide tinks to specific samples (documents) | When possible, provide links to specific samples! documents!        | When possible, provide links to speafic samples/ documents/ |
| 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.             | 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            | <ul> <li>d. Provide modified assessments when necessary.</li> </ul> |   |
| 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                           | f. Establish a non-verbal cue to redirect student                   |   |
| Presentations  | when not on task.   |   |
| h. Highlight Key Words & Phrases                             |   |   |

| Sajun.  | Unit 3 Connections   |
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| NJSLS - Technology<br>When possible, provide links to specific samples [ dosaments   assignments   etc.<br>Refer to the NJ Technology Standards | Career Readiness Practices  When passible, provide links to spedific samples   dosuments   assignments   etc.  Refer to the N   Career Readiness Practices |
| ζ.  | 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.                                       |
| resent it to peers and/or   | CRP5. Consider the environmental, social and economic impacts of decisions.  |
| professionals in that related area for review.  | CRP6. Demonstrate creativity and innovation.   |
|   | CRP8. Utilize critical thinking to make sense of problems and persevere  |
| worksheets rename take to reflect the data on the worksheet and   | 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 sperific samples! documents! assignments! etc.  Refer to the 21st Century Life and Skills                               | Interdisciplinary Connections  When possible, provide links: to speaffe ELA/Math/Sá/SS standards as well as samples/ documents/ 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. | Math: Map Skills, interpreting charts and graphs   |
| 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.   | English: DBQ Writing, NJSLS style writing,<br>Primary/Secondary Source Analysis  |
| 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.   |  |

| of of reforms in offair ctices and option and social   | 6.1.12.A.6.a  Evaluate the               | Content Standards   |                       |
|--|--|---|-----------------------|
| government regulate society?   | To what extent should the                | Critical Knowledge & Skills<br>("Unpacked" Standards)   |                       |
| Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations | Annotations and close reading activities | Content-Specific Practices (when applicable)  | Unit 4: Progressivism |
| DBQ – 4 goals of Progressivism   | Progressive Speed Dating                 | Standard Mastery Examples When passible, provide links to specific samples/ documents/ assignments/etc. |                       |

| Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.  6.1.12.A.6.c Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.  |
|---|
| gains traction from a grass-roots perspective?  Describe the role of woman and African Americans during the Progressive Era.  To what extent can the Roosevelt, Taft, and Wilson administration be considered progressive?  |
| 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 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 |
| Progressive Legislation  Progressive Legislation  Social Reformer DBQ  Class debate- Analyzing 3 progressive presidents.  DBQ – Women's role in the Progressive Era  Modern Day Muckraker Activity – students will find a newscast on-line and present the issue to the class.  |

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| Unit4Su  | Unit 4 Suggested Modifications/Accommodations/Extension Acti  | ion Activitles   |
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| English Language Learners (ELL)<br>When possible provide links to specific samples/ documents/<br>assignments/etc. | Special Education / 504  When possible, provide links to spesific samples / documents/ assignments/etc. | Gifted and Talented  When possible, provide links to spatific tamphes! 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.   | b. Extended time on assessments when needed.  | c. Provide Assessments at a Higher Level of Thinking   |
| <ul> <li>c. Model and provide examples</li> </ul>  | <ul> <li>Preferred seating to be determined by student and</li> </ul>                                   | 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  |   |  |

| Interdisciplinary Connections<br>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/   | 21st Century Skills<br>When possible, pravide links to specific samples/ documents/ assignments/etc.   |
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|  | 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 4 Connections  Career Readiness Practices  When possible, provide links to specific samples   desiments   assignments   ass | Unit  When possible, provide links in perfusionplay (disaments) assignments (etc.  Refer to the NI Technology Standards  |

| Refer to the 21st Century Life and Skills  | 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. | Math: Map Skills, interpreting charts and graphs                                |
| 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.   | English: DBQ Writing, NJSLS style writing,<br>Primary/Secondary Source Analysis |
| 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.   | Art: Political Cartoons   |
| 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.   |   |

| Content Standards                           | Critical Knowledge & Skills ("Unpacked" Standards) | Content-Specific Practices (when applicable) | Standard Mastery Examples  When possible, provide links to specific samples/ documents/ assignments/etc.   |
|---|--|--|--|
| <b>6.1.12.A.7.a</b> Analyze the reasons for | To what extent did the rise of                     | Annotations and close reading activities     | To construct the second |
| the policy of neutrality                    | Nationalism, and Militarism cause                  | Classroom Discussions,                       | WWI on the Home front  |
| regarding World War I,                      | the start of WWI?                                  | Socratic seminars, and                       | DBO WAY ON WE INOWE HOW  |
| and explain why the                         |  | Debates                                      | 7  |
| United States eventually                    |  | Analysis of graphic organizers               |  |
| entered the war.                            |  | and notes                                    |  |
|   |  | Annotated Timelines                          |  |
| 6113 A 7 H                                  | When should the United States                      | Teacher and student led                      |  |
| 6. T. I.A. 7. D                             | intervene in the affairs of another                | PowerPoint Presentations                     |  |
| Evaluate the impact of                      | country?   | Class Trips to applicable                    |  |
| government policies                         | •  | historical sites/monuments                   |  |
| designed to promote                         |  | Definitions of key terms and                 |  |
| patriotism and to protect                   |  |  | Writing Prompt – Impact of   |

|  | analysis and essays Written responses to queries Summary and Analysis of   |  | women and African Americans entering the  |
|--|--|--|---|
|  | concepts Individual/Group Presentations Document Based Question  |  | 6.1.12.C.7b  Assess the immediate and   |
| DBQ: African Americans and<br>Women during WWI.            | Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and | Do you think President Wilson had<br>a choice to enter the war?    | Determine how technological advancements affected the nature of World War I on land, on water, and in the air.        |
|  | Debates<br>Analysis of graphic organizers<br>and notes   |  | increased militarism. 6.1.12.C.7.a  |
| Class Debate – should the<br>United States get involved    | Annotations and close reading activities Classroom Discussions, Socratic seminars, and   | Explain the role of Imperialism as a cause to WWI?                 | <b>6.1.12.B.7.a</b> Explain how global competition by nations for land and resources led to                           |
|  | Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers  | Is it the responsibility of the United States to police the world? | 6.1.12.A.7.c Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries. |
| Class debate on the effects of<br>the Treaty of Versailles | Document Based Question analysis and essays Written responses to queries   | ,  | Act and the Sedition Amendment).  |
| the Espionage and Sedition Act.                            | concepts Individual/Group Presentations  |  | national security during times of war on individual   |

|                           | - Address - Addr |  | War I.   |
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|                           |  |  | socialism) after World   |
|                           |  |  | communism, and   |
|                           | speakers   |  | ideologies (i.e., fascism,   |
|                           | summary and analysis of guest  |  | government and   |
|                           | Videos/Documentaries/Films   |  | authoritarian forms of   |
|                           | Summary and Analysis of  |  | contributing to a rise in  |
|                           | Written responses to queries   |  | Analyze the factors  |
|                           | analysis and essays  |  | 6.1.12.D.7.c   |
|                           | Document Based Question  |  | ,  |
|                           | Presentations  |  | I Company and the control of the con |
|                           | Individual/Group   |  | and American foreign<br>nolicy during World War  |
|                           | concepts   |  | and American founding  |
|                           | Definitions of key terms and   |  | American public opinion  |
|                           | historical sites/monuments   |  | interest groups shaped   |
|                           | Class Trips to applicable  | registation.   | media, and special   |
|                           | PowerPoint Presentations   | war, from the perspective of US  | which propaganda, the  |
|                           | Teacher and student led  | Explain the economic impact of the   | Determine the extent to  |
| WWI DBQ                   | Annotated Timelines  |  | 6.1.12.D.7.b   |
|                           | and notes  |  |  |
|                           | Analysis of graphic organizers   |  | War I.   |
|                           | Debates  |  | immediately after World  |
| Teres                     | Socratic seminars, and   | this post war vision of the world?   | leadership during and  |
| Man Activity WW Alliances | Classroom Discussions,   | what goals and wilson describe i   | of Woodrow Wilson's  |
|                           | activities   | What and J.J. William Janesii .  | Evaluate the effectiveness   |
|                           | Annotations and close reading  |  | 6.1.12.D.7.a   |
|                           | speakers   |  | War I.   |
|                           | Summary and analysis of guest  |  | numbers during World   |
|                           | Videos/Documentaries/Films   |  | work force in large  |
|                           | · /  | The state of the s | * *** *** *** *** *** *** *** *** ***  |

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|         | Formative Assessment  When possible, provide lines to specific samples/ documents/ assignments/ etc.  Group Discussions, Graphic Organizers, Class Participation, Exit  Tickets, Study guides  |
|         | Unit 3 Assessment Plan Summative Assessment Summative Assessment |

|  | d Choride modified assessments when necessary   | a Hetablish a non treet of the to reclirect student  |
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|  | E. Student may complete assessments in alternate  | when not on task.  |
|  | teacher.  | d. Extended time on assessments when needed.   |
| d. greatsocialstudies.com (Enrichment Activities)  | c. Preferred seating to be determined by student and  | c. Model and provide examples  |
| c. Provide Assessments at a Higher Level of Thinking   | <ul> <li>b. Extended time on assessments when needed.</li> </ul>                                      | 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   |
| Gifted and Talented When possible, provide links to specific samples; documents/ assignments/etc.  | Special Education / 504 When passible, provide links to specific samples/ documents/ assignments/etc. | English Language Learners (ELL)  When possible, provide links to specific samples/ documents/ assignments/etc. |
| <u> Volivides de la la companya de la </u> | Unit 5 Suggested Modifications/Accommodations/Extension Activides                                     | <u>Un</u>  |
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| NJSLS - Technology<br>V ben possible, provide links to specific samples [documents] assignments   etc.   | When possible, provide links to specific samples / documents / assignments / six.   |
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| 8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career                           | CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.  |
| 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                | CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions.  |
| professionals in that related area for review.  8.1.12.A.4: Construct a spreadsheet workbook with multiple   | CRP6. Demonstrate creativity and innovation.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  |
| worksheets to convey the results.  | 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 intes to specific samples   documents   disagnments   etc.  Refer to the 21st Century Life and Skills   | Interdisciplinary Connections When passible, provide links to specific BLA! Math Sci/SS standards at well as samples! documents!  assignments! est.  Refer to the N. Student Learning Standards |

|     | career.   |  |
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|     | home, work, and extracurricular activities for use in a |  |
|     | leadership skills that can be developed through school, |  |
| Mat | 9.2.8.B.3 Evaluate communication, collaboration, and    |  |

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

media on employer decisions.

9.2.8.B.7 Evaluate the impact of online activities and social

ath: Map Skills, interpreting charts and graphs

English: DBQ Writing, NJSLS style writing, Primary/Secondary Source Analysis

Science: Study of technological advances during World War I

|  | Unit 6: The Roaring 20's                              | lg 20's                                      |  |
|--|---|--|--|
| Content Standards                            | Critical Knowledge & Skills<br>("Unpacked" Standards) | Content-Specific Practices (when applicable) | Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/etc.  |
| 6.1.12.A.8.a                                 |   | Annotations and close reading                | The state of the s |
| Relate government                            |   | activities                                   |  |
| policies to the prosperity                   |   | Classroom Discussions,                       |  |
| of the country during the                    | Describe the clash that happens                       | Socratic seminars, and                       | Primary Source Analysis –  |
| 1920s, and determine                         | when rural and urban America start                    | Debates                                      | Flanner culture  |
| the impact of these policies on business and | changing during this time period?                     | Analysis of graphic organizers               | }  |
| the consumer.                                |   | and notes                                    |  |
|  | How did the nativist point of view                    | Annotated Timelines                          |  |
| 6112A8F                                      | lead to a "red scare" in the United                   | Teacher and student led                      | Advent of mass culture DBQ   |
| C. I. P. J. G. W                             | States?   | PowerPoint Presentations                     |  |
| the global marketing                         |   | Class Trips to applicable                    | Writing Prompt – effects of  |
| practices of United                          |   | historical sites/monuments                   | consumer culture   |
| States factories and                         |   | Definitions of key terms and                 |  |
| farms with American                          | Should government intervene in                        | concepts                                     |  |

| analysis and essays  Written responses to queries  Summary and Analysis of  Videos/Documentaries/Films   |
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| and fear of anarchists to speakers   |
| government policies restricting immigration, advocacy, and labor organizations.  |
| Annotations and close reading activities   |
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| factors that led to the changes in the United States.  Creat Microston  Cr |
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| and technological PowerPoint Presentations   |
| erwar<br>of a  |
| nd America during and after WW 19  |
| status of women.   concepts   concepts   Individual/Group  |
| Presentations  |
| Document Based Question  |
| analysis and essays  |
| Written responses to queries Summary and Analysis of   |
| Videos/Documentaries/Films   |

| 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.  | 6.1.12.D.8.a Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.   |  |
|--|--|--|
| How did the Harlem Renaissance<br>affect American Culture?   | What events led to the Great Migration?  To what extent did the United States undergo a cultural transformation in the 1920's?   | - Control Manuel Production Control Co |
| 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 notes Annotated Timelines Teacher and student led PowerPoint Presentations | speakers   |
| Harlem Renaissance Activity Students will analyze primary and secondary sources that explore race, gender, and sexuality in the 1920s.   | Roaring 20's DBQ  Great Migration DBQ  |  |

| <ul> <li>a. Read written instructions</li> <li>b. Students may be provided with note organizers /</li> <li>b. Students may be provided with note</li> <li>c. Students may be provided with note organizers /</li> <li>d. Use of High</li> <li>e. Students may be provided with note organizers /</li> <li>d. Use of High</li> <li>e. Students may be provided with note organizers /</li> <li>d. Use of High</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be provided with note organizers /</li> <li>e. Students may be p</li></ul> | Unit 6 Suggested Modifications/Accommodations/Extension.Activities  English Language Learners (ELL)  When possible, provide links to specific samples and documents / When possible, provide links to specific samples / documents / When possible, provide links to specific samples / documents / When possible, provide links to specific samples / documents / When possible, provide links to specific samples / documents / When possible, provide links to specific samples / documents / When possible, provide links to specific samples / documents / do | Group Discussions, Graphic Organizers, Class Participation, Exit Tests, Quizzes Tickets, Study guides, | Pormative Assessment  When possible, provide links to specific samples   documents   assignments   etc.  When possible, provide links to specific samples   documents   etc. |
|--|--|--|--|
| <ul> <li>a. Use of Higher Level Questioning Techniques</li> <li>b. Extension/Challenge Questions</li> </ul>  | ton Activities Gifted and Talented When passible, provide links to specific samples / documents/ assignments/ets.  | Tests, Quizzes, Projects   | Summative Assessment<br>When passible, provide links to specific samples/ documents/ assignments/eta   |

| Art/Music: Study of the Harlem Renaissance   | 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and   |
|--|--|
| English: DBQ Writing, NJSLS style writing, Primary/Secondary Source Analysis   | 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 spelific ELA/Math/Sci/SS standards as well as samples/ idealments/ assignments/etc.  Refer to the N/Student Learning Standards   | 21st Century Skills<br>When possible, provide links to specific samples/ documents/ assignments/etc.<br>Refer to the <u>21st Century Life and Skills</u>   |
|  | 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. |
|  | 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.  |
| Career Readiness Practices  When possible, provide links to specific samples / documents / assignments / sto.  Refer to the NJ Career Readiness Practices  | NJSLS - Technology  When possible, provide links to speifit samples (documents / assignments) esc.  Refer to the NJ Technology Standards   |
| entification (a) the second of | ion.   |
|  | Presentations h. Highlight Key Words & Phrases when not on task.   |
| ting when requested.  Establish a non-verbal cue to redirect student   | use a bilingual dictionary.<br>ompts with Verbal   |
| Cuer.  Provide modified assessments when necessary.  Student may complete assessments in alternate   | c. Establish a non-verbal cue to redirect student  d. Provide modified assessments when necessary  when not on task  |
| Extended time on assessments when needed.  C. Provide Assessments at a Higher Level of Thinking  Preferred seating to be determined by student and  d. greatsocialstudies.com (Enrichment Activities)  | ι p  |
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| <br>9.2.8.B.5 Analyze labor market trends using state and federal |  |
| <br>labor market information and other resources available        |  |
| <br>online.   |  |
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| labor market information a online.   | labor market information and other resources available online.                             |  |  |
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| 9.2.8.B.7 Evaluate the impact media on employer decisions.                               | 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions. |  |  |
|  | Unit 7: The Great Depression & the New Dea   | on & the New Deal  |  |
| Content Standards  | Critical Knowledge & Skills<br>("Unpacked" Standards)                                      | Content-Specific Practices (when applicable)   | Standard Mastery Examples  When possible, provide links to specific samples/ documents/ assignments/eir. |
| 6.1.12.D.9.b   | Describe how wealth inequality played in role in the Great                                 | Annotations and close reading activities   | 100 Days Quiz – FDR  |
| Analyze the impact of the Great Depression on the American family, migratory groups, and | Depression?  | Classroom Discussions, Socratic seminars, and Debates Applying of graphic organizate |  |
| etrific and racial minorities.   |  | and notes Annotated Timelines  | Class Debate- Social   |
|  | How did the banking system and   | Teacher and student led PowerPoint Presentations                                     | Programs   |
|  | corporate America play a role in the causation of the Great Depression?                    | Class Trips to applicable  |  |
|  |  | Definitions of key terms and   |  |
|  |  | concepts<br>Individual/Group   |  |
| 5.1.12.A.10.a  |  | Presentations  |  |
| regarding the role of the  | What key features in the New Deal  | Document Based Question analysis and essays  | DBQ- Effects of Great Depression   |
| during the New Deal  | executive branch of the government?  | Written responses to queries   |  |
| era.   | ť  | Summary and Analysis of Videos/Documentaries/Films                                   |  |
|  |  | Summary and analysis of guest  |  |

|   |  | speakers Annotations and close reading   |  |
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| 6.1.12.A.10.b Assess the effectiveness of   | Can the New Deal be described as a conservative effort to keep the social, economic, and political status quo? | activities Classroom Discussions, Socratic seminars, and   | ;<br>;<br>;<br>;<br>;<br>;<br>;<br>;                             |
| governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting  |  | Debates Analysis of graphic organizers and notes Annotated Timelines   | New Deal DBQ   |
| the welfare of individuals.  6.1.12.A.10.c  | What were the short and long term results of the expanded role of  | Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments  |  |
| Evaluate the short- and long-term impact of the expanded role of  | government?  | Definitions of key terms and concepts Individual/Group   | Stock Market Activity- Buying on Margin                          |
| economic policy, capitalism, and society.   |  | Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers   |  |
| 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. | Explain the role women played in the shaping of the New Deal.  | 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 | Writing Prompt: The role of minorities and women in the New Deal |

|          |                               |                            | Jersey and the nation.  | programs impacted New        | works and arts      | which New Deal public   | Determine the extent to | 6.1.12.D.10.d    |          |                              | Describe                   | 7                         |
|----------|-------------------------------|----------------------------|-------------------------|------------------------------|---------------------|-------------------------|-------------------------|------------------|----------|------------------------------|----------------------------|---------------------------|
|          |                               |                            |                         |                              |                     |                         |                         |                  |          |                              | Deal programs              |                           |
| speakers | Summary and analysis of guest | Videos/Documentaries/Films | Summary and Analysis of | Written responses to queries | analysis and essays | Document Based Question | Presentations           | Individual/Group | concepts | Definitions of key terms and | historical sites/monuments | Class Trips to applicable |
|          |                               |                            |                         |                              |                     |                         |                         |                  | New Deal | Class Debate: Impact of the  |                            |                           |

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| English Language Learners (ELL)  When possible, provide links to specific samples! documents!  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. | Unit 7 Suggested Modifications/Accommodations/Extension Activities  Special Education / 504  When possible, provide lines to specific samples / documents/  ausgements let.  a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Provided. c. Preferred seating to be determined by student and d. greats ed. teacher. |
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| n instructions y be provided with note y guides to reinforce key topics.  | a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed.   |
| Model and provide examples  Extended time on assessments when needed.   | <ul> <li>Preferred seating to be determined by student and<br/>teacher.</li> </ul>  |
| 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  | f. Establish a non-verbal cue to redirect student   |
| Presentations   | when not on task.   |
| h. Highlight Key Words & Phrases  |   |

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| When possible, provide links to specific samples! documents! accignments! acc.  Refer to the NI Technology Standards.  | When passible provide links to specific camples documents assignments for.  Refer to the NI Career Readiness Practices  |
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| 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.   | 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 ELA/Math/Sst/SS standards as well as samples/ documents/ assignments/sta  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.   |   |
| 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.   |   |
| 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.   | Economics: Stock Market Activity  |
| 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.   |   |

## Unit 8: American Foreign Policy & WWII

| ·   |  |   |   |  |  |  |
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| 6.1.12.A.11.d Analyze the decision to use the atomic bomb and the consequences of doing so. | 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. | States should respond to aggressive policies and actions taken by other nations at this time. | preventing international disputes. 6.1.12.A.11.b Compare and contrast different perspectives about how the United | agreements tollowing World War I (e.g., World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in | 6.1.12.A.11.a Evaluate the effectiveness of international                              | Content Standards  |
| To what extent was the United States justified in dropping the atomic bomb on Japan?        |  |   | order to bring aid to Britain.  How should a country respond to aggressive policies of other nations?             | Describe how the rise of fascism was a leading cause of WWII.  Describe how the president circumvented the Neutrality Acts in                            |  | Critical Knowledge & Skills<br>("Unpacked" Standards)  |
| Annotations and close reading activities Classroom Discussions, Socratic seminars, and      | Videos/Documentaries/Hims<br>Summary and analysis of guest<br>speakers   |   | Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group       | Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations                                    | Annotations and close reading activities Classroom Discussions, Socratic seminars, and | Content-Specific Practices (when applicable)   |
| Writing Prompt- Effects of Japanese Civilian Camps during WWII.                             |  |   | Class Debate: How should the U.S. respond to aggressive policies of other nations.                                | WWII on the Home Front –<br>DBQ  | Primary Source Analysis on<br>Foreign Affairs  | Standard Mastery Examples  When possible, provide links to specific samples/ documents/ assignments/etc. |

| DBQ – role of African                              | historical sites/monuments Definitions of key terms and concepts Individual/Group  |  | and outcomes of the World War II. 6.1.12.D.11.c Explain why women,   |
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| Case Study: World War II<br>Alliances              | and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable   | How did African Americans and other minority groups react to the war effort? | 6.1.12.D.11.a  Analyze the roles of various alliances among nations and their leaders in the conduct   |
| Class Discussion: Wartime inventions & technology  | Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers  | How did science and technology affect World War II?                          | 6.1.12.C.11.b Relate new wartime inventions to scientific and technological advancements in the civilian world.  |
| World War II Map Study                             | 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 |  | Holocaust and other genocides.  6.1.12.B.11.a Explain the role that geography played in the development of military strategies and weaponry in World War II. |
| Class Debate – Usage of<br>Atomic Bomb during WWII | Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations  | What role did geography play in military strategy during WW II?              | 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                          |

| and describe the subsequent impact of these organizations.  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 | 6.1.12.D.11.e  Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to                      | 6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.      | African Americans, Native Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. |
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| beginning of the Cold War?   | To what extent did the tensions between the Soviet Union and the Western Allies play a role in the  | How was the eventual revealing of ethnic cleansing during the War received by the world?  |   |
| 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                    | Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts | Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes | Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers        |
| United Nations DBQ Read Excerpts from Night & The Book Thief   | Read/discuss article about "Pink<br>Triangle"   | Primary Source Analysis on  | Americans and Women during<br>the War   |

## genocides.

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|  | Unit 8 Suggested Modifications/Accommodations/Extension Activities                                    | Acrivities  |
|--|---|---|
| English Language Learners (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   | <ul> <li>a. Students may be provided with note organizers /</li> </ul>                                | 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  | <ul> <li>Preferred seating to be determined by student and</li> </ul>                                 | 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  |   |
| <ol> <li>Students may use a bilingual dictionary.</li> </ol>   | 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   |   |   |
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| NJSLS - Technology  When possible, provide lines to specific samples/ documents/ assignments/etc.  Refer to the NJ Technology Standards | Career Readiness Practices  When possible, provide links to specific samples/ documents/ assignments/ etc.  Refer to the M Career Readiness Practices |
| 8.1.12.A.1: Create a personal digital portfolio which reflects  | CRP1. Act as a responsible and contributing citizen and employee.   |
| personal and academic interests, achievements, and career   | CRP2. Apply appropriate academic and technical skills.  |
| aspirations by using a variety of digital tools and resources.  | CRP3. Attend to personal health and financial well-being.   |
|   | CRP4. Communicate clearly and effectively and with reason.  |
| S.1.12.A.2: Produce and edit a minin-page digital document for a  | CRP5. Consider the environmental, social and economic impacts of  |
| antended the that valued and the testings   | decisions.  |
| professionals in that related area to review.   | CRP6. Demonstrate creativity and innovation.  |
| 8 1 17 A 4. Construct a spreadsheet workhook with multiple  | CRP8. Utilize critical thinking to make sense of problems and persevere   |
| o.1.12.73.74. Collective a spicausince workloop with multiple   | in solving them.  |
| worksheets, reliable and to relieve the data on the worksheet, and  | CRP9. Model integrity, ethical leadership and effective management.   |
| worksheets to convey the results.   | 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.                           |  |
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| 21st Century Skills  When possible, provide inkes to specific tamples) documents assignments etc.  Refer to the 21st Century Life and Skills                                 | Interdisciplinary. Connections  When passible, provide links to specific ELA/Math/Saj/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. | Math: Map Skills, interpreting charts and graphs   |
| 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.   | English: DBQ Writing, NJSLS style writing, Primary/Secondary Source Analysis   |
| 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.   | Science: Study of Technological Advances during WW II.   |
| 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.   |  |

| Class Debate – Marshall Plan  | and notes Annotated Timelines Teacher and student led           |   | involvement in conflicts intended to contain communism, including |
|---|---|---|---|
|   | Socratic seminars, and Debates Analysis of graphic organizers   |   | to the Cold War and to United States                              |
| Containment DBQ   | Annotations and close reading activities Classroom Discussions, | How did the element of containment influence government policy during the Cold War? | 6.1.12.A.12.a  Analyze ideological differences and other          |
| Standard Mastery Examples When possible, provide links to specific samples/ documents/ etc. | Content-Specific Practices (when applicable)                    | Critical Knowledge & Skills<br>("Unpacked" Standards)                               | Content Standards   |
|   | the Eisenhower Years  | Unit 9: The Cold War & the Eisenhower Year  |   |

| the Korean War, the                          |   | PowerPoint Presentations  | ex come assessment and an extra company property and a second of the sec |
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| Cuban Missile Crisis, and the Vietnam War.   |   | Class Trips to applicable historical sites/monuments                              | 1950's Newspaper   |
| 6.1.12.A.12.b                                | Evaluate the impact of the rebuilding of nations post-World War II. | Definitions of key terms and concepts   | Creation   |
| Examine constitutional                       | •   | Individual/Group  |  |
| issues involving war                         |   | Presentations   |  |
| powers, as they relate to                    |   | Document Based Question   |  |
| United States military                       |   | analysis and essays   | Red Scare Simulation   |
| intervention in the                          |   | Written responses to queries  |  |
| Korean War, the Vietnam                      |   | Summary and Analysis of   |  |
| War, and other conflicts.                    |   | Videos/Documentaries/Films Summary and analysis of guest                          |  |
| 6.1.12.B.12.a                                |   | speakers  |  |
| Evaluate the                                 |   |   |  |
| effectiveness of the                         |   |   |  |
| Marshall Plan and                            |   |   |  |
| regional alliances in the                    |   |   |  |
| rebuilding of European                       |   |   |  |
| nations in the post-                         |   |   |  |
| World War II period.                         |   |   |  |
| 6.1,12,C.12.a                                |   | Annotations and close reading   |  |
| Explain the implications and outcomes of the | How did the Space Race impact our                                   | activities Classroom Discussions  | Analysis of Primary Sources:   |
| Space Race from the                          | Couliny:  | Socratic seminars, and  | Space Nace   |
| perspectives of the                          |   | Debates   |  |
| scientific community, the                    |   | Analysis of graphic organizers  |  |
| government, and the                          |   | and notes   |  |
| people.                                      |   | Annotated Timelines   |  |
| 6.1.12.C.12.c                                | What were the effects of the U.S.                                   | PowerPoint Presentations  | Writing Prompt / Presentation –  |
| Analyze how scientific advancements impacted | economy changing over from a wartime economy to that of a           | Class Imps to applicable historical sites/monuments  Definitions of key terms and | Communism  |
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|                     | relations.  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                       | 6.1.12.D.12.c  Evaluate how the development of nuclear weapons by industrialized countries and developing counties  | 6.1.12.D.12.b  Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.   | the national and global economies and daily life.  6.1.12.C.12.d  Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.                          |
|                     |   | How did Supreme Court decisions affect Civil and Human rights?  | How did nuclear weapons impact relationships between nations?   | consumer driven economy?   |
|                     | 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 | and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts | Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers | 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 |
|                     | Cold War Group Presentation   | Read/discuss passage about<br>The Lavender Scare<br>Cold War Essay  | Cold War Simulation   |  |

| r ic   | 6.1.12.C.13.a  Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.)  How did people and properties of the Montgomery Bus | Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted  Why did pec | liberties and equal opportunities.  6.1.12.B.13.a | Action, Brown v. Board of Education, and Roe v.  Wade) in promoting civil |  |
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|  | for civil  | activities Classroon Socratic s Why did people move from urban areas to the suburbs? and notes   | Annot   |   |  |
| Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers | Annotated Limelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group         | activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes  | Annotations and close reading                     |   |  |
|  | Peaceful Protest DBQ   | Class Debate: Cities vs.<br>Suburbs  |   |   |  |

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| <b>Uni</b>   | Unit 9 Suggested Modifications/Accommodations/Extension Activiti      | Activides  |
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| English Language Learners (ELL)                              | Special Education / 504   | Gifted and Talented  |
| When possible, provide links to specific samples/ documents/ | When possible, provide links: to specific samples/ documents/         | When possible, provide links to specific samples! documents!   |
| a. Read written instructions                                 | a. Students may be provided with note organizers /                    | <ol> <li>Use of Higher Level Questioning Techniques</li> </ol> |
| 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           |
| <ul> <li>c. Model and provide examples</li> </ul>            | <ul> <li>Preferred seating to be determined by student and</li> </ul> | 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                      |  |
| <ol> <li>Students may use a bilingual dictionary.</li> </ol> | 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                             |   |  |

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| NJSLS - Technology   | Career Readiness Fractices   |
| When possible, provide links to specific samples / documents / assignments / etc.  | When possible, provide links to specific samples / documents / assignments / etc.  |
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| 8.1.12.A.1: Create a personal digital portfolio which reflects   | CRP1. Act as a responsible and contributing citizen and employee.  |
| personal and academic interests, achievements, and career  | CRP2. Apply appropriate academic and technical skills.   |
| aspirations by using a variety of digital tools and resources.   | CRP3. Attend to personal health and financial well-being.  |
|  | CRP4. Communicate clearly and effectively and with reason.   |
| o.1.12.A.2: Froduce and edit a muni-page digital document for a  | CRP5. Consider the environmental, social and economic impacts of   |
| commercial of professional added and present it to peers and/or  | decisions.   |
| professionars in maniciated area for feylew.   | CRP6. Demonstrate creativity and innovation.   |
| 8 1 12 A 4. Construct a spreadsheet workhook with multiple   | CRP8. Utilize critical thinking to make sense of problems and persevere  |
| worksheets rename take to reflect the data on the worksheet and  | in solving them.   |
| use mathematical or logical functions, charts and data from all  | CRP9. Model integrity, ethical leadership and effective management.  |
| worksheets to convey the results.  | 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.   |   |
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| 21st Century Skills  When possible, provide links to specific samples! documents! assignments! etc.  Refer to the 21st Century Life and Skills                               | Interdisciplinary Connections  When passible, provide links to specific ELA/Math/Sa/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. | Math: Map Skills, interpreting charts and graphs  |
| 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.   | English: DBQ Writing, NJSLS style writing, Primary/Secondary Source Analysis  |
| 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 10: The New Frontier & the Great Society         | the Great Society                            |  |
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| Content Standards       | Critical Knowledge & Skills<br>("Unpacked" Standards) | Content-Specific Practices (when applicable) | Standard Mastery Examples When possible, provide links to sperfit samples/ documents/ assignments/etc. |
| 0 4 40 0 40 0           |   | Annotations and close reading                |  |
| 6.1.12.A.13.c           |   | activities                                   | Civil Rights Dialogue Activity   |
| Determine the extent to |   | Classroom Discussions,                       |  |
| which changes in        |   | Socratic seminars, and                       |  |
| 1965 impacted           | What were the social impacts of                       | Debates                                      |  |
| immigration to New      | domestic legislation pasted during the                | Analysis of graphic organizers               |  |
| Jersey and the United   | Kennedy administration?                               | and notes                                    |  |
| States.                 |   | Annotated Timelines                          |  |
|                         |   | Teacher and student led                      | Civil Rights Silent Gallery  |
| 6.1.12.B.13.b           |   | PowerPoint Presentations                     |  |
| Evaluate the            |   | Class Trips to applicable                    |  |
| effectiveness of        |   | historical sites/monuments                   |  |
| environmental           |   |  |  |

| 6.1.12.D.13.b Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.  6.1.12.D.13.c Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil | movements and their influence on public attitudes and environmental protection laws.  6.1.12.C.13.c  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, deflicit spending, employment, education). |
|--|--|
| Describe key elements of legislation passed in the 1960's that directly affected African Americans.  How did elements of legislation inspired by the Great Society play a role in improving education on a national level?   | Explain the relationship between the adoption of the ideals behind the Great Society and the Civil Rights movement?  |
| 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       | 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  |
| The Great Society DBQ Writing Prompt – Impact of Peaceful Protest on Social Changes Freedom Riders DBQ   | Civil Rights Timeline Project  Class Discussion: To what extent was the movement for LGBT rights part of the broader movement for Civil Rights?  |

| <br>speakers                  | F. 1. 10. 10. 10. 10. 10. 10. 10. 10. 10. |
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| Summary and analysis of guest |   |
| Videos/Documentaries/Films    |   |
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| Written responses to queries  |   |
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| Presentations                 | rights and equal                          |

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| ing and a second control of the second contr | Umi ill'Suggested Modifications/Aocommodations/Extension-Activities            | Activities   |
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| English Language Learners (ELLI)   | Special Education / 504  | Gifted and Talented  |
| When possible, provide links to specific samples/ disaments/<br>assignments/esc.   | When possible, provide links to perific samples ( documents ( assymments (etc. | When possible, provide links to specific samples/ documents/ |
| a. Read written instructions   | a. Students may be provided with note organizers /                             | a. Use of Higher Level Questioning Techniques                |
| <ul> <li>b. Students may be provided with note</li> </ul>  | 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  | <ul> <li>Preferred seating to be determined by student and</li> </ul>          | d. greatsocialstudies.com (Enrichment Activities)            |
| d. Extended time on assessments when needed.   | teacher.   |  |
| e. Establish a non-verbal cue to redirect student  | <ul> <li>d. Provide modified assessments when necessary.</li> </ul>            |  |
| 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   | f. Establish a non-verbal cue to redirect student                              |  |
| Presentations  | when not on task.  |  |
| h. Highlight Key Words & Phrases   |  |  |

|   | Unit 10 Connections  |
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|   |  |
| When possible, provide links to specific samples/ documents/ assignments/etc. | Career Readiness Practices  When possible, provide links to specific complets   documents   assignments   etc. |
| 8.1.12.A.1: Create a personal digital portfolio which reflects                | CRP1. Act as a responsible and contributing citizen and employee.  |
| personal and academic interests, achievements, and career                     | CRP2. Apply appropriate academic and technical skills.   |
| aspirations by using a variety of digital tools and resources.                | CRP3. Attend to personal health and financial well-being.  |
|   | CRP4. Communicate clearly and effectively and with reason.   |
| 8.1.12.A.2: Froduce and edit a multi-page digital document for a              | CRP5. Consider the environmental, social and economic impacts of   |

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| 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                       | in solving them.  CRP9. Model integrity, ethical leadership and effective management   |
| use mathematical or logical functions, charts and data from all worksheets to convey the results.  | 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 passible, provide links to specific BLA Math/Sci/SS standards as well as samples/ 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.  | Art: Political Cartoons  |
| 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.                                   | Math: Understanding the Electoral College  |
| 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.   |  |
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| cause political change? | cause political change? | Content Standards  6.1.12.D.12.d   | Critical Knowledge & Skills ("Unpacked" Standards)  How can public opinion of something | Unit 11: Nixon, Carter & the 1970's  Content-Specific Practices (when applicable)  Annotations and close reading | Standard Mastery Examples<br>When possible, provide links to spesifu samples;<br>documents/ assignments/etc. |
|-------------------------|-------------------------|--|---|--|--|
|                         |                         | 6.1.12.D.12.d Compare and contrast American public support of the government and | How can public opinion of something cause political change?                             | Annotations and close readinactivities Classroom Discussions,  | 86   |
|                         |                         |  |   |  |  |

|                              | PowerPoint Presentations                              |   | 6.1.12.A.14.c<br>Assess the merit and      |
|------------------------------|---|---|--|
|                              | and notes Annotated Timelines Teacher and student led |   | the impact on public policies.             |
|                              | Analysis of graphic organizers                        |   | the rights of the individual, and evaluate |
|                              | Socratic seminars, and                                | play regarding the rights of individuals? | interpreted the Constitution to define     |
| 1970's Social Reform DBQ     | activities  Classroom Discussions                     | What role does the Supreme Court          | Analyze how the Supreme Court has          |
|                              | Annotations and close reading                         |   | 6.1.12.A.14.b                              |
|                              |   |   | contemporary unites.                       |
|                              | speakers  |   | power during                               |
|                              | Summary and analysis of guest                         |   | usurping too much                          |
|                              | Videos/Documentaries/Films                            |   | one branch of national                     |
|                              | Summary and Analysis of                               |   | system in preventing                       |
|                              | Written responses to queries                          |   | checks and balances                        |
|                              | analysis and essays                                   |   | effectiveness of the                       |
|                              | Document Based Question                               |   | Evaluate the                               |
| Class Debate: War in Vietnam | Presentations   |   | 6.1.12.A.14.a                              |
|                              | concepts<br>Individual/Group                          |   | War.                                       |
|                              | Definitions of key terms and                          | public opinion on a particular topic?     | toward the Vietnam                         |
|                              | historical sites/monuments                            | Is it possible the media can shape        | shaping public attitudes                   |
| Analysis                     | Class Trips to applicable                             |   | American public and                        |
| Vietnam Anti War Song        | PowerPoint Presentations                              |   | information to the                         |
|                              | Teacher and student led                               |   | Analyze the role that                      |
|                              | Annotated Timelines                                   |   | 6.1.12.D.12.e                              |
|                              | and notes   |   |  |
| 4                            | Analysis of graphic organizers                        |   | other conflicts.                           |
| Watergate DBQ                | Debates   |   | Vietnam War with that of                   |
|                              | Socratic seminars, and                                |   | military during the                        |

effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.

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

speakers

Summary and analysis of guest

Videos/Documentaries/Films

Written responses to queries Summary and Analysis of

analysis and essays

What is the government's role in creating a social safety net for citizens?

Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations

Document Based Question

Primary Sources Iran-Contra

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|              | Tests, Quizzes, Projects                                  | Summative Assessmer<br>When possible, provide links to specific samples/ do                         |   |
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|              | Tests, Quizzes, Projects                                  | Summative Assessment When possible, provide links to specific samples (documents) assignments (etc. |   |

| organizers/study guides to reinforce key topics.     | b. Students may be provided with note | a. Read written instructions                       | English Language Learners (ELL) When possible, provide links to specific samples/documents/ assignments/etc. | the second secon |
|--|---------------------------------------|--|--|--|
| b. Extended time on assessments when needed.         | study guides to reinforce key topics. | a. Students may be provided with note organizers / | Special Education / 504 When possible, provide links to specific samples / documents / assignments etc.      | Unit Il Suggested Modifications/Accommodations/Extension Activities  |
| c. Provide Assessments at a Higher Level of Thinking | b. Extension/Challenge Questions      | a. Use of Higher Level Questioning Techniques      | Gifted and Talented When possible, provide links to sputfic samples ( diotiments / assignments / etc.        | n Activities   |

| English: DBQ Writing, NJSLS style writing, Primary/Secondary Source Analysis   | careers have evolved regionally, nationally, and globally.   |
|--|--|
| Math: Map Skills, interpreting charts and graphs   | leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.  |
| Intercusciplinary Connections When possible, provide links to specific ELA (Math) Sci/SS standards as well as samples (documents) assignments/ea. Refer to the NI Student Learning Standards                                       | 21st Century Skills  When possible provide inter to shorts samples! Idocuments a singments etc.  Refer to the 21st Century Life and Skills  9.2.8.B.3 Evaluate communication, collaboration, and                               |
|  | 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.  |
| Usile 11 Connections  Career Readiness Practices  When possible, provide links to specific sample) documents/ assignments/ etc.  Refer to the NI Career Readiness Practices  | UM  When possible, provide littles to specific samples! documents! essignments!ess.  Refer to the NJ Technology Standards  |
| <ul> <li>d. Provide modified assessments when necessary.</li> <li>E. Student may complete assessments in alternate setting when requested.</li> <li>f. Establish a non-verbal cue to redirect student when not on task.</li> </ul> | E sett   |
| Preferred seating to be determined by student and d. greatsocialstudies.com (Enrichment Activities) ther.  | c. Model and provide examples  c. Preferred seating to d. Extended time on assessments when needed.  teacher.  |

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 12: Reagan, Bush, Clinton & Beyond   | Vinton & Beyond   |   |
|--|---|---|---|
| Content Standards  | Critical Knowledge & Skills ("Unpacked" Standards)  | Content-Specific Practices (when applicable)  | Standard Mastery Examples When possible, provide links to spesific samples/ documents/ assipnments/etc. |
| 6.1.12.C.15.a Relate the role of America's dependence on foreign oil to its economy and foreign policy.  | How does a nations dependency on another nations resources cause conflict?                          | Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates              | Middle East Nations Map<br>Activity   |
| 6.1.12.D.15.c Explain how and why religious tensions and   | Describe the conservative backlash that happened to liberal policies of the 1960's?                 | Analysis of graphic organizers and notes Annotated Timelines Teacher and student led                        |   |
| the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to | How did Western influence on Middle<br>Eastern nation states cause turmoil in<br>those areas?       | Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group |   |
| the region. 6.1.12.D.15.d Analyze the reasons for  | Describe the theory of "trickle down" economics and its effect on the United States economy.        | Document Based Question analysis and essays   | Class Debate – U.S. Oil   |
| terrorism and the impact that terrorism has had on individuals and government policies,  | How has society changed since the attacks of 9/11 have trusted our nation into an age of terrorism? | Written responses to queries Summary and Analysis of Videos/Documentaries/Fil                               | Writing Prompt – Living in an Age of Terrorism  |

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| to prevent terrorism.  | taken by the United States and other nations | effectiveness of actions | and assess the |
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|  | guest speakers                               | Summary and analysis of  |                |
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| Tickets, Study guides, | Group Discussions, Graphic Organizers, Class Participation, Exit | Formative Assessment<br>When passible, provide links to specific samples! documents! assignments! etc.  | <u> </u>          |
|                        | Tests, Quizzes, Projects   | Summative Assessment  When possible, provide links to specific samples [ documents ] assignments   etc. | 2 Agressment Plan |

|   |   | h. Highlight Key Words & Phrases   |
|---|---|--|
|   | when not on task.   | Presentations  |
|   | f. Establish a non-verbal cue to redirect student   | 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)   | c. Preferred seating to be determined by student and  | c. Model and provide examples  |
| c. Provide Assessments at a Higher Level of Thinking  | b. 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   |
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| 5   | Unit 12 Suggested Modifications//Accommodations/Extension Activitie                                       | , Uni  |

| Unit-1  | Unit 12 Connections  |
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| NJSLS - Technology  When possible, provide links to specific samples / documents / assignments/etc.  Refer to the NJ Technology Standards | Career Readiness Practices  When possible provide links to spedic samples   documents   assignments   etc.  Refer to the NI Career Readiness Practices |
| 8.1.12.A.1: Create a personal digital portfolio which reflects  | CRP1. Act as a responsible and contributing citizen and employee.  |
| personal and academic interests, achievements, and career   | CRP2. Apply appropriate academic and technical skills.   |
| aspirations by using a variety of digital tools and resources.  | CRP3. Attend to personal health and financial well-being.  |
|   | CRP4. Communicate clearly and effectively and with reason.   |
| 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 altition  | decisions.   |
| professionals in that related area for review.  | CRP6. Demonstrate creativity and innovation.   |
|   | CRP8. Utilize critical thinking to make sense of problems and persevere  |

| 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. | 9.2.8.B.4 Evaluate how traditional and nontraditional Ecareers have evolved regionally, nationally, and Pglobally. | 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. | 21st Century Skills  When possible, provide links to specific samples/ documents/ assignments/etc.  Refer to the 21st Century Life 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. | 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. |
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|  |  | English: DBQ Writing, NJSLS style writing,<br>Primary/Secondary Source Analysis                                    | Math: Map Skills, interpreting charts and graphs   | Interdisciplinary Connections  When possible, provide links to specific ELA/Math/Sa/SS standards as well as samples/ documents/  assignments/etc.  Refer to the NJ Student Learning Standards |  | in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP11. Use technology to enhance productivity.  |