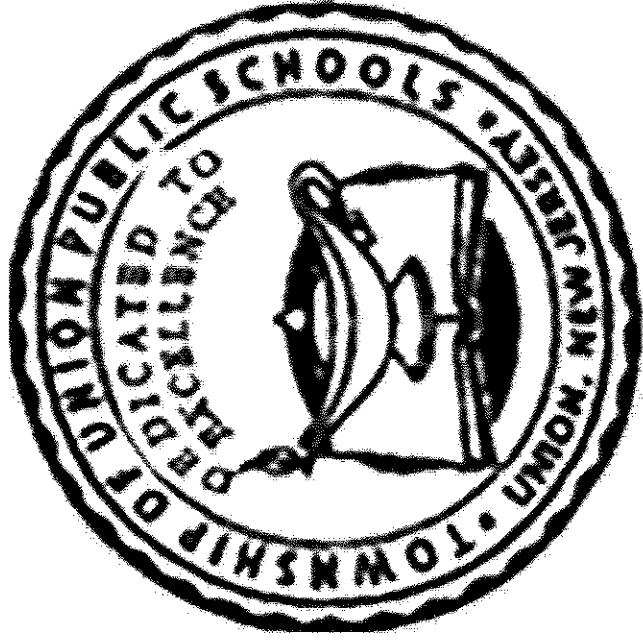
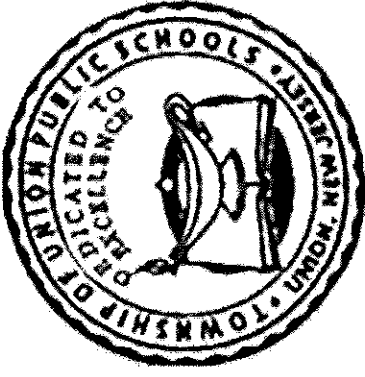


**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**Financial Literacy**  
**Curriculum Guide 2016**

Curriculum Guide Approved June 2016



## **Board Members**

**Vito Nuffrio, President**

**David Arminio, Vice President**

**Guy Francis**

**Steven Le**

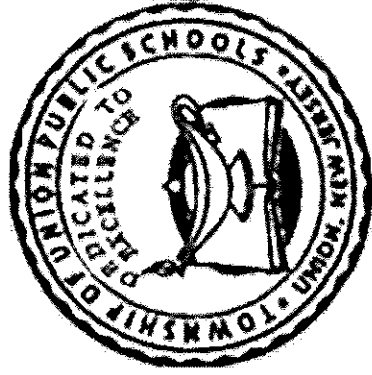
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World Language/ESL/Career Education.....	Ms. Yvonne Lorenzo
Art/Music .....	Mr. Ronald Rago

**Curriculum Committee**

**Financial Literacy**

Business Department

**Arlene Eckert**

**Dominic Cuniglio**

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## **Mission Statement**

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

## **Philosophy Statement**

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

## **Statement of District Goals**

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.



## **Financial Literacy Course Description**

This course will inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include personal financial planning, banking, consumer credit, income tax fundamentals and the finances of housing, buying and renting. Students will design personal household budgets, research checking and saving accounts, investigate debt and credit management, and learn the essentials of personal income tax preparation. This course will provide fundamental understanding for making informed personal decisions leading to financial independence.

### **Recommended Sources**

- Kapoor, Diabay, Hughes. "Personal Finance". McGraw Hill, 2012
- **Financial Literacy EverFi.com** - Computer Simulation (Sponsored by Connect One Bank)
- **H & R Budget Challenge** – National \$100,000 Scholarship Contest

## Course Proficiencies

### Students will be able to...

- Explain how the job market and career choices affect the money a person may earn over a lifetime.
- Describe how the economy can affect income, career choices, and decisions.
- List sources of income and the types of taxes and deductions that reduce money available for spending.
- Discuss the value of workplace benefits as income incentives.
- Define inflation and explain how it affects prices.
- Explain how buying decisions are affected by internal and external sources.
- Explain how resources can limit financial choices.
- Create a personal financial plan/budget.
- Prepare bank reconciliation and balance a checkbook.
- List banking services and fees.
- Explain the steps in a buying plan.
- Describe the advantages and disadvantages of owning/renting housing.
- List the sources and benefits of using credit.
- Describe the costs of using credit.
- Compare forms and methods of payment for credit.
- Name the types of consumer loans.
- List tips for using credit wisely.
- Explain how to avoid and resolve credit problems.
- Identify and discuss important credit reporting laws.
- Describe the importance of tax planning.
- Explain deductions and tax credits.

## Curriculum Units

**Unit 1:** Insurance/Taxes

**Unit 2:** Savings

**Unit 3:** Banking

**Unit 4:** Payment Types

**Unit 5:** Credit Score

**Unit 6:** Consumer Protection

**Unit 7:** Renting/Owning

## Pacing Guide – Financial Literacy Course

<u>Content</u>	Number of Days
Unit 1: Insurance/Taxes.....	12
Unit 2: Savings.....	12
Unit 3: Banking.....	12
Unit 4: Payment Types.....	12
Unit 5: Credit Score .....	12
Unit 6: Consumer Protection.....	12
Unit 7: Renting/Owning.....	12

**Unit 1: Taxes and Insurance**

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Describe the coverage provided by different insurance types; define common	Text/Internet	9.2.12 9.3.12
2.	Calculate the costs and cost savings associated with different insurance policies, based on the deductible and premium amounts	Text/Internet	9.2.12 9.3.12
3.	Examine common taxes and tax forms	Text/Internet	9.2.12 9.3.12
4.	Analyze components of a paystub to answer questions about take-home pay, taxation and other common deductions	Text/Internet	9.2.12 9.3.12
5.	Practice completing end of year tax forms		9.2.12 9.3.12

**Unit 2: Savings**

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Understand the key differences between compound and simple interest	Text/Internet	9.2.12 9.3.12

<b>2.</b>	Determine the impact of interest rates, compounding frequency, and time on total interest accrued	<i>Text/Internet</i>	
<b>3.</b>	Describe common features (liquidity, minimum balance requirements) of common savings vehicles	<i>Text/Internet</i>	9.2.12 9.3.12
<b>4.</b>	Select the appropriate savings plan or vehicle based on a person's situation	<i>Text/Internet</i>	9.2.12 9.3.12
<b>5.</b>	Describe best practices to use when making a budget	<i>Text/Internet</i>	9.2.12 9.3.12
<b>6.</b>	Apply the concepts of "needs versus wants" to modify a budget	<i>Text/Internet</i>	9.2.12 9.3.12

**Unit 3: Banking**

<b>#</b>	<b>STUDENT LEARNING OBJECTIVES</b>	<b>In Class Sources</b>	<b>CORRESPONDING CCSS/NJCCS</b>
<b>1.</b>	Identify and categorize financial institutions according to their key characteristics	<i>Text/Internet</i>	9.2.12 9.3.12
<b>2.</b>	Describe the structure and function of the Federal Reserve system	<i>Text/Internet</i>	9.2.12 9.3.12
<b>3.</b>	Compare account types based on common account features and terms, such as liquidity, FDIC insurance, interest rate and required minimum balance	<i>Text/Internet</i>	9.2.12 9.3.12

<b>4.</b>	Evaluate different types of account fees and how they can occur	Text/Internet	9.2.12 9.3.12
<b>5.</b>	Examine the components of a check	Text/Internet	9.2.12 9.3.12
<b>6.</b>	Apply strategies for monitoring an online bank account		9.2.12 9.3.12

**Unit 4: Payment Types**

<b>#</b>	<b>STUDENT LEARNING OBJECTIVES</b>	<b>In Class Sources</b>	<b>CORRESPONDING CCSS/NJCCS</b>
<b>1.</b>	Interpret the differences in payment types, including debit cards, credit cards, merchant cards, cash advances, payday loans, and electronic payment options	Text/Internet	9.2.12 9.3.12
<b>2.</b>	Select the appropriate payment option based on a given situation	Text/Internet	9.2.12 9.3.12
<b>3.</b>	Compare aspects of credit card offers, by examining fees and features	Text/Internet	9.2.12 9.3.12
<b>4.</b>	Understand how items purchased with credit can end up costing more	Text/Internet	9.2.12 9.3.12
<b>5.</b>	Use a credit card bill to answer questions about debt repayment	Text/Internet	9.2.12 9.3.12



**Unit 5: Credit Score**

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Understand the basics of credit scores, how credit scores are calculated, and the financial habits associated with certain scores.	<i>Text/Internet</i>	9.2.12 9.3.12
2.	Examine how financial behaviors positively or negatively impact a credit score (e.g. payment history and debt)	<i>Text/Internet</i>	9.2.12 9.3.12
3.	Compare and select financial decisions that protect or increase your credit score	<i>Text/Internet</i>	9.2.12 9.3.12
4.	Explain how your credit score can impact your future financial decisions and costs	<i>Text/Internet</i>	9.2.12 9.3.12
5.	Select the appropriate steps to monitor your credit report and fix errors		9.2.12 9.3.12

Unit 6: Credit Protection

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Explain the purpose of consumer protection laws and organizations	<i>Text/Internet</i>	9.2.12 9.3.12
2.	Summarize how to spot, address and protect yourself from consumer fraud and identity theft	<i>Text/Internet</i>	9.2.12 9.3.12
3.	Examine the importance of creating strong passwords for online accounts, and differentiate between various password strengths	<i>Text/Internet</i>	9.2.12 9.3.12
4.	Decide when it is safe to provide your Social Security number; Decide what documents may put you at risk of identity theft	<i>Text/Internet</i>	9.2.12 9.3.12
5.	Outline the steps you need to take to resolve suspected consumer fraud	<i>Text/Internet</i>	9.2.12 9.3.12

**Unit 7: Renting/Owning**

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Compare the differences between renting, leasing and owning	Text/Internet	9.2.12 9.3.12
2.	Define & provide examples of appreciating and depreciating assets	Text/Internet	9.2.12 9.3.12
3.	Identify components of a standard housing lease agree	Text/Internet	9.2.12 9.3.12
4.	Recognize mortgage terms and the factors that can impact mortgage payments	Text/Internet	9.2.12 9.3.12
5.	Apply the benefits and considerations of renting, leasing and owning to different scenarios	Text/Internet	9.2.12 9.3.12
6.	Decide whether you can afford to buy a car by examining the explicit and implicit costs of buying a car	Text/Internet	9.2.12 9.3.12

New Jersey Core Curriculum Content Standards Language Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

New Jersey Scoring Rubric

**New Jersey Registered Holistic Scoring Rubric**

	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
	1	2	3	4	5	6
<b>Score:</b>	May lack opening and/or closing	May lack opening and/or closing	May lack opening and/or closing	Generally has opening and/or closing	Opening and closing	Opening and closing
	Minimal response to topic; uncertain focus	Attempts to focus May drift or shift focus	Usually has single focus	Single focus	Single focus	Single, distinct focus
	No planning evident; disorganized	Attempts organization Few, if any, transitions between ideas	Some lapses or flaws in organization May lack some transitions between ideas	Ideas loosely connected Transitions evident	Key ideas developed Logical progression of ideas	Unified and coherent Well-developed Logical progression of ideas
<b>Content and Organization</b>	Details random, inappropriate, or barely apparent	Details lack elaboration, i. e., highlight paper	Repetitious details Several unelaborated details	Uneven development of details	Attempts compositional risks Details appropriate and varied	Compositional risks successful Details effective, vivid, explicit, and/or pertinent
<b>Usage</b>	No apparent control Severe/ numerous errors	Numerous errors	Errors/ patterns of errors may be evident	Some errors that do not interfere with meaning	Few errors	Very few, if any, errors

<b>Sentence Construction</b>	Excessive monotony/ same structure	Little variety in syntax Some errors	Some variety Generally correct	Variety in syntax appropriate and effective Few errors	Precision and/or sophistication Very few, if any, errors
	Numerous errors				
	Assortment of incomplete and/ or incorrect sentences				
<b>Non-Scorable Responses</b>	<b>NR</b>	No Response	Student wrote too little to allow a reliable judgement of his/her writing.		
	<b>OT</b>	Off Topic/Off Task	Student did not write on the assigned topic/ task, or the student attempted to copy the prompt.		
	<b>NE</b>	Not English	Student wrote in a language other than English.		
	<b>WF</b>	Wrong Format	Student refused to write on the topic, or the writing task folder was blank.		
<ul style="list-style-type: none"> <li>Communicates intended message to intended audience</li> <li>Relates to topic</li> <li>Opening and closing</li> <li>Focused</li> <li>Logical progression of ideas</li> <li>Transitions</li> <li>Appropriate details and information</li> </ul>	<b>Usage</b>		<b>Sentence Construction</b>		<b>Mechanics</b>
	<ul style="list-style-type: none"> <li>Tense formation</li> <li>Subject- verb agreement</li> <li>Pronouns usage/ agreement</li> <li>Word choice/ meaning</li> <li>Proper Modifiers</li> </ul>	<ul style="list-style-type: none"> <li>Variety of type, structure, and length</li> <li>Correct construction</li> </ul>	<ul style="list-style-type: none"> <li>Spelling</li> <li>Capitalization</li> <li>Punctuation</li> </ul>		

## Language Arts Literacy Open-Ended Scoring Rubric

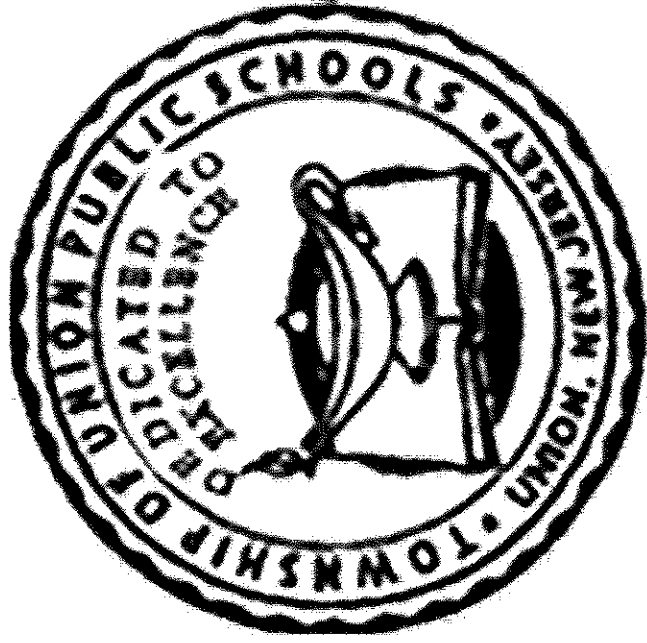
### Points Criteria

- 4** A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3** A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2** A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1** A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0** A 0-point response is irrelevant or off-topic.



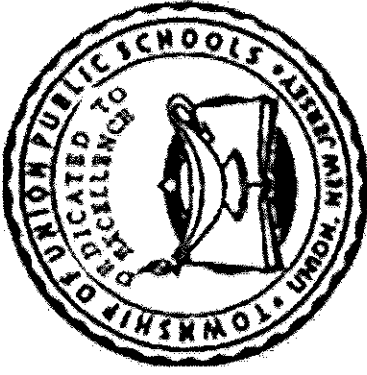


**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**Sociology**  
**Curriculum Guide 2016**

Curriculum Guide Approved June 2016



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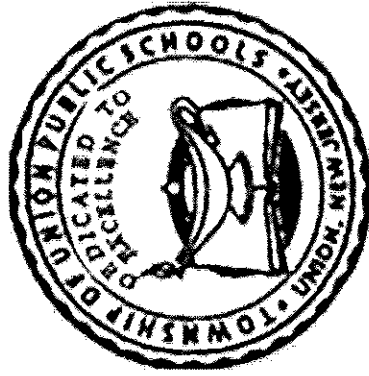
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**Anthony De Rosa**

**Donald Erdman**

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## **Mission Statement**

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

## **Philosophy Statement**

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

## Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
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- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.



## Course Description

This course explores the nature of American society as it is reflected in our cultural environment and social groupings. The cultural values and norms we live by will be examined, as well as Sociology's evolution and place in the social sciences. The development of personality will initiate a survey of adolescent and adult development, including deviant behavior, its causes, and how society deals with it.

Ethnic groups, minorities, and race relations will be addressed. The major social institutions of family, government, economy, education, and religion and their functions will be studied in addition to the nascent institutions of science and sport. A survey of social movements and collective behavior completes the course.

A variety of skills will be integrated into the curriculum, including working cooperatively with peers, analyzing data, creating questionnaires, and doing case studies. Students will also learn to conduct interviews and surveys, do research, and utilize the scientific method.

## **Recommended Textbooks**

Thomas, LaVerne W., Sociology—The Study of Human Relationships. Austin, Harcourt, Brace, Jovanovich, 2005.

## Course Proficiencies

**Students will be able to...**

- 1. Examine the theoretical development of sociology that distinguishes it as a social science.**
- 2. Examine culture and its components and how culture varies both among and within societies.**
- 3. Assess American values and the norms that support them, as well as causes of social change.**
- 4. Determine how society is structured from individual statuses and roles to bureaucracies.**
- 5. Trace the socialization of the individual from development of personality to adolescent and adult theories of development.**
- 6. Examine deviance, its causes, its functions for society, and how it differs from crime; examine components of the criminal justice system.**

7. Contrast major theories of social stratification and identify characteristics of the American class system.
8. Differentiate between race, minority, and ethnic groups; determine sources of discrimination and prejudice; and identify minority groups in America today.
9. Analyze various types of families, marriage patterns, and current trends in American family life.
10. Examine the economic institution in regard to subsistence strategies; compare capitalism and socialism; and summarize current trends, such as globalized economy.
11. Analyze the political institution, regarding origins of authority, differences between democracy and authoritarianism, and unique American characteristics.
12. Recognize the importance of the religious institution, including belief systems, organizational structure, and distinctive American features.
13. Examine the educational institution, comparing the conflict and functionalist perspective and identifying current issues in American education.

14. Demonstrate how Science and Sport qualify as new social institutions, and examine current issues in each.
15. Differentiate between social movements and collective behavior, and examine various historical collectivities and social movements in history.
16. Read, analyze, and interpret charts, diagrams, and graphs.
17. Design questionnaires, conduct interviews, and compile statistics.
18. Develop skills needed to participate as successful members of cooperative learning groups.
19. Develop critical thinking skills.
20. Demonstrate skills needed for independent work.
21. Relate current events to topics under discussion.

## **Curriculum Units**

Unit 1: Culture and Social Structure

Unit 2: The Individual in Society

Unit 3: Social Inequality

Unit 4: The Social Institution

Unit 5: The Changing Social World

## Pacing Guide – Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u>	<u>40</u>
<u>Unit 2:</u>	<u>30</u>
<u>Unit 3:</u>	<u>30</u>
<u>Unit 4:</u>	<u>50</u>
<u>Unit 5:</u>	<u>30</u>

Unit 1: Culture and Social Structure

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Define Sociology	Primary / Secondary Sources Ch. 1 Internet Sources	6.3.12.A.1
2.	Differentiate Sociology from other social sciences.	Primary / Secondary Sources Ch. 1 Internet Sources	6.3.12.A.1
3.	Trace the evolution of Sociology.	Primary / Secondary Sources Ch. 1 Internet Sources	6.1.12.B.5.b
4.	Identify major theorists, including Weber, Durkheim, and Marx.	Primary / Secondary Sources Ch. 1 Internet Sources	6.3.12.A.1



5.	List and apply steps in the scientific method.	Primary / Secondary Sources p518 Internet Sources	6.3.12.A.1
6.	Identify and apply sociological tools, such as the questionnaire, to collect data.	Primary / Secondary Sources S21 Internet Sources	6.3.12.C.1 6.3.12.D.2
7.	Define culture and identify its components—norms, values, language, symbols, and technology.	Primary / Secondary Sources Ch.2 Internet Sources	6.3.12.A.1

8.	Differentiate between material and nonmaterial cultures.	Primary / Secondary Sources Ch.2 Internet Sources	6.1.12.C.16.a 6.1.12.C.16.b
9.	Examine cultural variation caused by time and place.	Primary / Secondary Sources Ch.2 Internet	6.1.12.D.14.f

10.	Define subculture and counterculture.	Primary / Secondary Sources Ch.2 Internet Sources	6.1.12.D.13.d
11.	Predict how subcultures develop within a larger culture.	Primary / Secondary Sources Ch.2 Internet Sources	6.1.12.D.3.b
12.	Explain how cultural relativism alleviates ethnocentrism.	Primary / Secondary Sources Ch.2 Internet Sources	6.1.12.D.3.b
14.	Define values and norms	Primary / Secondary Sources Ch.3 Internet Sources	6.1.12.D.13.d

<b>15.</b>	Determine the values and norms of traditional American culture.	Primary / Secondary Sources Internet Sources Ch.3	<b>6.2.12.D.5.c</b>
<b>16.</b>	Recognize new American values and norms.	Primary / Secondary Sources Internet Sources Ch.3	<b>6.2.12.B.6.a</b>
<b>17.</b>	Explain the concept of social change	Primary / Secondary Sources Internet Sources Ch.3	<b>6.1.12.C.16.a</b> <b>6.1.12.C.16.b</b>
<b>18.</b>	List the causes of social change.	Primary / Secondary Sources Internet Sources Ch.3	<b>6.2.12.C.3.d</b>
<b>19.</b>	Explain resistance to social change.	Primary / Secondary Sources Internet Sources Ch.3	<b>6.2.12.C.3.d</b>
<b>20.</b>	Define and differentiate status and role.	Primary / Secondary Sources Internet Sources Ch.4	<b>6.2.12.C.3.d</b>

21.	Define primary and secondary groups	Primary / Secondary Sources Internet Sources	6.2.12.A.1
22.	Define bureaucracy.	Primary / Secondary Sources Internet Sources	6.2.12.A.1
23.	Assess the positive and negative aspects of a bureaucracy.	Primary / Secondary Sources Internet Sources	6.2.12.A.1
24.	Examine types of social interaction.	Primary / Secondary Sources Internet Sources	6.2.12.A.1
25.	Categorize societies by subsistence strategy.	Primary / Secondary Sources Internet Sources	6.2.12.A.1.a

Unit 2: The Individual In Society

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/JCCS
1.	Define personality.	Primary / Secondary Sources Internet Sources Ch.5	6.1.12.A.16.a
2.	List influences on personality development— heredity, environment, and birth order.	Primary / Secondary Sources Internet Sources Ch.5	6.1.12.A.16.a
3.	Compare and contrast theories of personality development expounded by Locke, Cooley, and Mead.	Primary / Secondary Sources Internet Sources Ch.5	6.1.12.A.16.a
4.	Define socialization and re-socialization.	Primary / Secondary Sources Internet Sources Ch.5	6.1.12.A.16.a
5.	Explain the influence of the various agents of socialization, including family, school, and media	Primary / Secondary Sources Internet Sources Ch.5	6.1.12.A.16.a

6.	Cite political and economic factors contributing to the emergence of adolescence in the United States.	Primary / Secondary Sources Internet Sources Ch.6	6.1.12.A.14.h
7.	Explain the importance of adolescence in socialization	Primary / Secondary Sources Internet Sources Ch.6	6.1.12.A.14.e

8.	Identify the characteristics and problems of adolescence.	Primary / Secondary Sources Internet Sources Ch.6	6.1.12.A.14.e
9.	Survey stages of adult development, noting gender differences.	Primary / Secondary Sources Internet Sources Ch.7	6.1.12.A.14.h

10.	Define deviance.	Primary / Secondary Sources Internet Sources	6.1.12.A.14.e
11.	Describe various aspects of deviant behavior as including Merton's and the labeling theory.	Primary / Secondary Sources Internet Sources	6.1.12.A.14.e
12.	List positive aspects of deviant behavior as included in the functionalist theory.	Primary / Secondary Sources Internet Sources	6.1.12.A.14.h
13.	Differentiate between types of crime and deviant behavior.	Primary / Secondary Sources Internet Sources	6.1.12.A.14.h
14.	Categorize different types of crime—violent, victimless, white collar and organized	Primary / Secondary Sources Internet Sources	6.1.12.A.14.e

15.	Explain the components of the criminal justice system—police, courts, corrections, and the juvenile justice system.	Primary / Secondary Sources Ch.8 Internet Sources	6.1.12.A.14.h 6.1.12.A.14.e
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Unit 3: Social Inequality

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Recognize how a person's ascribed and achieved statuses affect his or her social position.	Primary / Secondary Sources Internet Sources	6.1.12.D.16.c
2.	Compare and contrast class and caste systems.	Primary / Secondary Sources Internet Sources	6.1.12.D.16.c



<p><b>3.</b></p>	<p>Evaluate causes and effects of upward and downward mobility.</p>	<p>Primary / Secondary Sources Internet Sources</p>	<p><b>6.1.12.D.16.c</b></p>
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<p><b>4.</b></p>	<p>Define wealth, power and prestige.</p>	<p>Primary / Secondary Sources Internet Sources</p>	<p><b>6.1.12.A.16.c</b></p>
<p><b>5.</b></p>	<p>Analyze causes and effects of poverty.</p>	<p>Primary / Secondary Sources Internet Sources</p>	<p><b>6.1.12.D.14.b</b></p>
<p><b>6.</b></p>	<p>Determine solutions to problems associated with poverty.</p>	<p>Primary / Secondary Sources Internet Sources</p>	<p><b>6.1.12.D.14.b</b> <b>6.1.12.A.14.b</b></p>
<p><b>7.</b></p>	<p>Define race, ethnicity, and minorities.</p>	<p>Primary / Secondary Sources Internet Sources</p>	<p><b>6.1.12.D.14.d</b></p>

8.	Distinguish between prejudice and discrimination.	Primary / Secondary Sources Internet Sources	6.2.12.D.3.d
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9.	Explain Merton's patterns of prejudice and discrimination.	Primary / Secondary Sources Internet Sources	6.1.12.D.13.a
10.	Recognize sources of discrimination—stereotyping and scapegoating.	Primary / Secondary Sources Internet Sources	6.1.12.D.11.c
11.	Investigate and analyze patterns of minority group treatment and reaction.	Primary / Secondary Sources Internet Sources	6.1.12.D.14.d 6.1.12.D.14.b
12.	Identify and list minority groups in the United States.	Primary / Secondary Sources Internet Sources	6.1.12.D.14.b

Unit 4: The Social Institution

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Define a social institution	Primary / Secondary Sources Ch.12 Internet Sources	6.2.12.D.5.d
2.	Define family and list its functions.	Primary / Secondary Sources Ch.12 Internet Sources	6.2.12.D.5.d
3.	Distinguish between nuclear and extended families.	Primary / Secondary Sources Ch.12 Internet Sources	6.2.12.D.5.d
4.	Describe marriage, kinship, and authority patterns.	Primary / Secondary Sources Ch.12 Internet Sources	6.2.12.D.5.d

5.	Assess current trends in American family life, including dual-earner families, single-parent families, and divorce.	Primary / Secondary Sources Ch.12 Internet Sources	6.2.12.C.6.c
6.	Define economic institutions.	Primary / Secondary Sources Ch.13 Internet Sources	6.1.12.C.14.c
7.	Categorize and order types of societies (pre-industrial, post-industrial) and compare how each affect worker responsibility, freedom, status, and independence.	Primary / Secondary Sources Ch.13 Internet Sources	6.1.12.A.15.b
8.	Compare and contrast capitalism and socialism.	Primary / Secondary Sources Ch.13 Internet Sources	6.1.12.A.10.c 6.2.12.C.5.c

9.	Describe America's economic philosophy and structure.	Primary / Secondary Sources Ch.13 Internet Sources	6.1.12.C.5.a 6.1.12.A.10.c
10.	Develop examples of globalization and interdependence.	Primary / Secondary Sources Ch.13 Internet Sources	6.1.12.A.15.b 6.1.12.A.16.c
11.	Define political institution, power, authority, and state.	Primary / Secondary Sources Ch.13 Internet Sources	6.3.12.D.1
12.	Outline the origins of authority: traditional authority, charismatic, rational-legal, coercion.	Primary / Secondary Sources Ch.13 Internet Sources	6.2.12.A.6.d

13.	Distinguish between a democratic and an authoritarian government.	Primary / Secondary Sources Ch.13 Internet Sources	6.1.12.A.14.a 6.2.12.A.4.a
14.	Explain the derivation of America's two-party system to differentiate between political philosophies.	Primary / Secondary Sources Ch.13 Internet Sources	6.1.12.C.10.b 6.1.12.A.14.d
15.	Cite the importance of interest groups.	Primary / Secondary Sources Ch.13 Internet Sources	6.1.12.A.14.f
16.	Define the educational institution and list its functions	Primary / Secondary Sources Ch.14 Internet Sources	6.1.12.A.14.f
17.	Explain the conflict perspective, including social control and tracking	Primary / Secondary Sources Ch.14 Internet Sources	6.1.12.A.14.f

18.	Describe the historical development of American education.	Primary / Secondary Sources Ch.14 Internet Sources	6.1.12.D.5.c
19.	Identify current trends in American educations, such as violence and bilingualism.	Primary / Secondary Sources Ch.14 Internet Sources	6.1.12.D.5.d
20.	Identify the skills required to be a successful employee in light of technology and global economy.	Primary / Secondary Sources Ch.14 Internet Sources	6.1.12.D.16.b
21.	Define the religious institution, its functions and dysfunctions.	Primary / Secondary Sources Ch.14 Internet Sources	6.1.12.D.14.e
22.	Recognize the role of ritual in religion.	Primary / Secondary Sources Ch.14 Internet Sources	6.1.12.D.14.e 6.1.12.D.14.f

23.	Organize the types of belief systems –theism, ethicalism, and animism.	Primary / Secondary Sources Ch.14 Internet Sources	6.1.12.D.14.e 6.1.12.D.14.f
24.	Outline the organizational structure of religions including cult, sect, denomination, and ecclesia.	Primary / Secondary Sources Ch.14 Internet Sources	6.1.12.D.14.e 6.1.12.D.14.f

25.	Identify and analyze the distinctive features of religion and American society, focusing on current trends.	Primary / Secondary Sources Ch.14 Internet Sources	6.1.12.D.14.e 6.1.12.D.14.f
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Unit 5: The Changing Social World

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Define collective behavior.	Primary / Secondary Sources Ch.17 Internet Sources	6.1.12.B.14.b
2.	List and apply preconditions needed for collective behavior to occur, as per Neil Smelser.	Primary / Secondary Sources Ch.17 Internet Sources	6.1.12.B.14.b
3.	Identify different types of collective behavior—mass hysteria, urban legends, fashion, riots.	Primary / Secondary Sources Ch.17 Internet Sources	6.1.12.B.14.b
4.	Define social movements and their characteristics.	Primary / Secondary Sources Ch.17 Internet Sources	6.1.12.B.14.b

<b>5.</b>	Define various social movements, including revolution and reform.	Primary / Secondary Sources Ch.17 Internet Sources	<b>6.3.12.A.1</b>
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New Jersey Core Curriculum Content Standards Language Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

New Jersey Scoring Rubric

**New Jersey Registered Holistic Scoring Rubric**

	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
<b>Score:</b>	1	2	3	4	5	6
	May lack opening and/or closing  Minimal response to topic; uncertain focus	May lack opening and/or closing  Attempts to focus May drift or shift focus	May lack opening and/or closing  Usually has single focus	Generally has opening and/or closing  Single focus	Opening and closing  Single focus  Sense of unity and coherence  Key ideas developed	Opening and closing  Single, distinct focus  Unified and coherent  Well-developed
<u>Content and Organization</u>	No planning evident; disorganized	Attempts organization  Few, if any, transitions between ideas	Some lapses or flaws in organization  May lack some transitions between ideas	Ideas loosely connected  Transitions evident	Logical progression of ideas  Moderately fluent  Attempts compositional risks	Logical progression of ideas  Fluent, cohesive  Compositional risks successful
<u>Usage</u>	Details random, inappropriate, or barely apparent  No apparent control  Severe/ numerous errors	Details lack elaboration, i. e., highlight paper  Numerous errors	Repetitious details  Several unelaborated details  Errors/ patterns of errors may be evident	Uneven development of details	Details appropriate and varied	Details effective, vivid, explicit, and/ or pertinent  Very few, if any, errors

<b>Sentence Construction</b>	Assortment of incomplete and/ or incorrect sentences	Excessive monotony/ same structure Numerous errors	Little variety in syntax Some errors	Some variety Generally correct	Variety in syntax appropriate and effective Few errors	Precision and/or sophistication Very few, if any, errors
<b>Non-Scorable Responses</b>	<b>NR</b>	No Response	Student wrote too little to allow a reliable judgement of his/her writing.			
	<b>OT</b>	Off Topic/Off Task	Student did not write on the assigned topic/ task, or the student attempted to copy the prompt.			
	<b>NE</b>	Not English	Student wrote in a language other than English.			
	<b>WF</b>	Wrong Format	Student refused to write on the topic, or the writing task folder was blank.			
<b>Content/ Organization</b>		<b>Usage</b>		<b>Sentence Construction</b>		<b>Mechanics</b>
<ul style="list-style-type: none"> <li>Communicates intended message to intended audience</li> <li>Relates to topic</li> <li>Opening and closing</li> <li>Focused</li> <li>Logical progression of ideas</li> <li>Transitions</li> <li>Appropriate details and information</li> </ul>		<ul style="list-style-type: none"> <li>Tense formation</li> <li>Subject- verb agreement</li> <li>Pronouns usage/ agreement</li> <li>Word choice/ meaning</li> <li>Proper Modifiers</li> </ul>		<ul style="list-style-type: none"> <li>Variety of type, structure, and length</li> <li>Correct construction</li> </ul>		<ul style="list-style-type: none"> <li>Spelling</li> <li>Capitalization</li> <li>Punctuation</li> </ul>

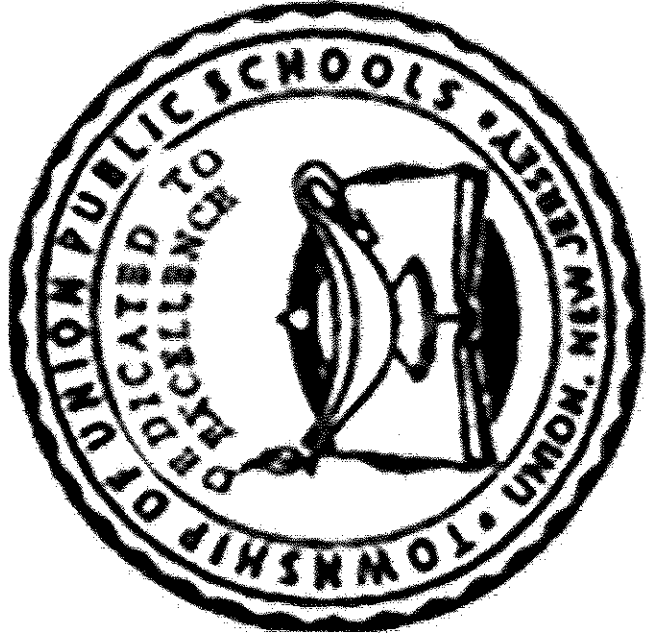
## Language Arts Literacy Open-Ended Scoring Rubric

### Points Criteria

- 4** A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3** A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2** A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1** A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0** A 0-point response is irrelevant or off-topic.



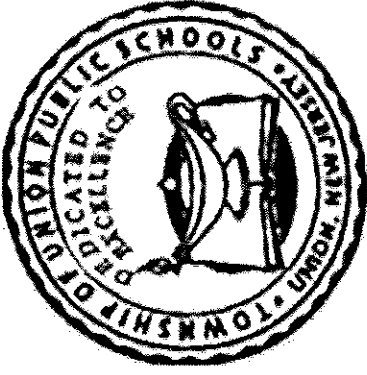
**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**Honors United States History II**  
**Curriculum Guide 2016**

Curriculum Guide Approved June 2016





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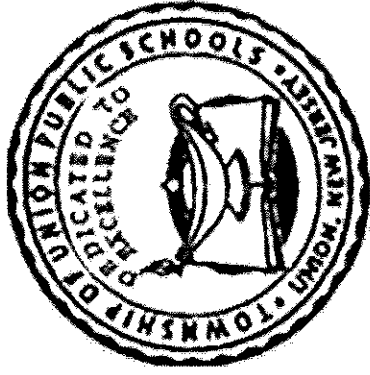
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**TOWNSHIP OF UNION PUBLIC SCHOOLS**  
Administration

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Assistant Superintendent 6-12 ..... Dr. Noreen Lishak

Assistant Superintendent K-8 ..... Ms. Anne Moses

Director of Student Information/Technology ..... Ms. Ann M. Hart

Director of Athletics, Health, Physical Education and Nurses ..... Ms. Linda Ionta

## DEPARTMENT SUPERVISORS

Language Arts/Social Studies 3-5 .....	Mr. Robert Ghiretti
Mathematics/Science 3-5 .....	Ms. Terri Mathews
Elementary Pre K-2 (All Subjects) .....	Ms. Maureen Corbett
Guidance K-12/SAC .....	Ms. Nicole Ahern
Language Arts 6-12 .....	Ms. Randi Moran
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Science 6-12.....	Ms. Maureen Guilfoyle
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**Curriculum Committee**

**Anthony De Rosa**

**Anthony Bertucci**

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## **Mission Statement**

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

## **Philosophy Statement**

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

## Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principals.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

## Course Description

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

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



## **Recommended Textbooks**

Danzer, Klor De Alva, Wilson, Woloch. *The Americans: Reconstruction through the 20<sup>th</sup> century*. Evanston , IL: McDougall Littell, 2005.

## Course Proficiencies

### Course Proficiencies

Students will be able to...

1. Examine the causes and effects of international conflicts such as WWI, WWII, the Cold War, the Korean War, the Vietnam War, and the wars in Iraq and Afghanistan.
2. Analyze the cultural, civil and social struggles and triumphs faced by minorities domestically. (i.e. African Americans, Latinos, Asians, Native Americans, women, and social classes.
3. Interpret the role of economics in shaping foreign and domestic policy.
4. Discuss and reflect on the impact of new technology from WWI-present day.
5. Analyze and discuss the expanding credibility gap between the U.S government and the American citizens from the 1960's through the present day.
6. Improve their ability to analyze primary, secondary, and tertiary sources.
7. Expand the application of geographical skills.
8. Interpret the role of international affairs on American domestic and foreign policy.
9. Continue to analyze and apply aspects of the Constitution.
10. Connect current events to historical content.

## **Curriculum Units**

Unit 1: World War One and the 1920's

Unit 2: The Great Depression

Unit 3: World War II and The Aftermath

Unit 4: The Cold War

Unit 5: The Civil Rights Movement

Unit 6: Passage to a New  
Century (1968-2001)

# Pacing Guide – Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u>	<u>32</u>
<u>Unit 2:</u>	<u>27</u>
<u>Unit 3:</u>	<u>35</u>
<u>Unit 4:</u>	<u>29</u>
<u>Unit 5:</u>	<u>28</u>
<u>Unit 6:</u>	<u>29</u>

Unit 1: World War One and the 1920's

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Identify and explain long term causes and immediate circumstances that led to World War I.	Chapter 11 Primary / Secondary Sources Internet Sources	6.1.12.A.7.a 6.1.12.A.7.b 6.1.12.b.7.a
2.	Summarize battles and weapons used in WWI.	Chapter 11 Primary / Secondary Sources Internet Sources	6.1.12.C.7.a 6.1.12.B.7.a
3.	Summarize U.S. public opinion about the war.	Chapter 11 Primary / Secondary Sources Internet Sources	6.1.12.C.7.a 6.1.12.C.7.b 6.1.12.D.7.a
4.	Explain mobilization efforts and how WWI impacted people at home.	Chapter 11 Primary / Secondary Sources Internet Sources	6.1.12.D.7.b 6.1.12.C.7.a

5.	Explain how the government promoted the war.	Chapter 11 Primary / Secondary Sources Internet Sources	6.1.12.A.7.b
6.	Summarize the social changes that affected African Americans and women.	Chapter 11 Primary / Secondary Sources Internet Sources	6.1.12.C.7.b
7.	Analyze the consequences of WWI.	Chapter 12 Primary / Secondary Sources Internet Sources	6.1.12.D.7.c

8.	Describe the post war conflicts between labor and management.	Chapter 12 Primary / Secondary Sources Internet Sources	6.1.12.C.7.b 6.1.12.D.7.b
9.	Summarize the impact of the automobile and other consumer goods on American life.	Chapter 12 Primary / Secondary Sources Internet	6.1.12.A.8.a

10.	Explain in what ways the country's prosperity was superficial.	Chapter 13 Primary / Secondary Sources Internet Sources	6.1.12.A.9.a
11.	Identify the causes and results of the changing roles of women in the 1920's.	Chapter 13 Primary / Secondary Sources Internet Sources	6.1.12.D.8.a
12.	Describe the popular culture of the 1920's.	Chapter 13 Primary / Secondary Sources Internet Sources	6.1.12.A.8.a
13.	Describe the causes and affects of the migration of African Americans to Northern cities in the early 1900's.	Chapter 13 Primary / Secondary Sources Internet Sources	6.1.12.D.8.a

Unit 2: The Great Depression

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Summarize the critical problems threatening the American economy in the late 1920's.	Chapter 14 Primary / Secondary Sources Internet Sources	6.1.12.A.9.a
2.	Describe the causes of the stock market crash and the Great Depression.	Chapter 14 Primary / Secondary Sources Internet Sources	6.1.12.C.9.c
3.	Explain how the Great Depression affected the economy in the United States and throughout the world.	Chapter 14 Primary / Secondary Sources Internet Sources	6.1.12.D.9.a
4.	Describe how people struggled during the depression.	Chapter 14 Primary / Secondary Sources Internet Sources	6.1.12.D.9.a
5.	Explain how the Depression affected men, women, and children.	Chapter 14 Primary / Secondary Sources Internet Sources	6.1.12.D.9.a



6.	Summarize the actions Hoover took to help the economy and the hardships suffered by Americans.	Chapter 14 Primary / Secondary Sources Internet Sources	6.1.12.A.10.b
7.	Summarize the initial steps Roosevelt took to reform banking and finance.	Chapter 14 Primary / Secondary Sources Internet Sources	6.1.12.A.10.a 6.1.12.B.10.a

8.	Describe New Deal Programs.	Chapter 15 Primary / Secondary Sources Internet Sources	6.1.12.A.10.a 6.1.12.B.10.a 6.1.12.C.10.a
9.	Identify critics of FDR's New Deal.	Chapter 15 Primary / Secondary Sources Internet Sources	6.1.12.C.10.a 6.1.12.D.10.b
10.	Identify the Second New Deal programs aimed at assisting young people and professionals.	Chapter 15 Primary / Secondary Sources Internet Sources	6.1.12.D.d
11.	Summarize labor and economics reforms carried	Chapter 15 Primary / Secondary	6.1.12.D.d

	out under the Second New Deal.	Sources Internet Sources	
<b>12.</b>	Describe Roosevelt's attitude toward African Americans.	Chapter 15 Primary / Secondary Sources Internet Sources	<b>6.1.12.D.10.c</b>
<b>13.</b>	Identify some of the artists and writers of the New Deal era.	Chapter 15 Primary / Secondary Sources Internet Sources	<b>6.12.D.10.d</b>

**Unit 3: World War II and the Aftermath**

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Examine the conflict over strategic interests leading up to WWII.	Chapter 16 Primary / Secondary Sources Internet Sources	6.1.12.A.11.a 6.1.12.A.11.b 6.1.12.A.11.c
2.	Explore the complexities of a policy of neutrality in wartime.	Chapter 16 Primary / Secondary Sources Internet Sources	6.1.12.B.11.a
3.	Describe the Blitzkrieg tactics Germany used against Poland.	Chapter 16 Primary / Secondary Sources Internet Sources	6.1.12.D.11.a
4.	Explain the reasons behind the Nazis persecution of the Jews.	Chapter 16 Primary / Secondary Sources Internet Sources	6.1.12.A.11.e
5.	Identify and describe the profound effects of the	Chapter 16 Primary /	6.1.12.D.11.d

	Holocaust on survivors.	Secondary Sources Internet Sources	
6.	Describe the U.S. response to the outbreak of war in Europe in 1939.	Chapter 16 Primary / Secondary Sources Internet Sources	6.1.12.A.11.b
7.	Summarize the events that brought the United States into armed conflict with Germany.	Chapter 16 Primary / Secondary Sources Internet Sources	6.1.12.D.11.a

8.	Describe the American response to the Japanese attack on Pearl Harbor.	Chapter 16 Primary / Secondary Sources Internet Sources	6.1.12.A.11.a
9.	Explain how the United States expanded its armed forces in WWII.	Chapter 16 Primary / Secondary Sources Internet Sources	6.1.12.D.11.c

<b>10.</b>	Describe the wartime mobilization of industry, labor, scientists, and the media.	Chapter 16 Primary / Secondary Sources Internet Sources	<b>6.1.12.D.11.c</b>
<b>11.</b>	Summarize the Allies' plan for winning the war.	Chapter 16 Primary / Secondary Sources Internet Sources	<b>6.1.12.B.11.a</b>
<b>12.</b>	Describe the liberation of Europe.	Chapter 16 Primary / Secondary Sources Internet Sources	<b>6.1.12.D.11.d</b>
<b>13.</b>	Identify the key turning points in the war in the Pacific.	Chapter 16 Primary / Secondary Sources Internet Sources	<b>6.1.12.B.11.a</b>
<b>14.</b>	Summarize both the opportunities and discrimination African Americans and other	Chapter 16 Primary / Secondary	<b>6.1.12.D.11.c</b>

minorities experienced during the war.

Sources  
Internet  
Sources

Unit 4: The Cold War

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Analyze the ideological differences between the Soviet Union and the United States.	Chapter 16 Primary / Secondary Sources Internet Sources	6.1.12.A.12.a
2.	Examine the conflicts intended to contain communism.	Chapter 16 Primary / Secondary Sources Internet Sources	6.1.12.B.12.a
3.	Analyze the efforts to eliminate communism, including McCarthyism, and their effects on civil liberties.	Chapter 16 Primary / Secondary Sources Internet Sources	6.1.12.D.12.b
4.	Evaluate the impact of the Great Society and the Warren Court	Chapter 16 Primary / Secondary Sources Internet Sources	6.1.12.D.12.b

<p><b>5.</b></p>	<p>Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.</p>	<p>Chapter 16 Primary / Secondary Sources Internet Sources</p>	<p><b>6.1.12.A.12.b</b></p>
<p><b>6.</b></p>	<p>Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.</p>	<p>Chapter 16 Primary / Secondary Sources Internet Sources</p>	<p><b>6.1.12.A.12.b</b></p>
<p><b>7.</b></p>	<p>Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.</p>	<p>Chapter 16 Primary / Secondary Sources Internet Sources</p>	<p><b>6.12.C.12.d</b></p>



Unit 5: The Civil Right Era

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equality.	Chapter 16 Primary / Secondary Sources Internet Sources	6.1.12.A.13.a 6.1.12.A.13.b
2.	Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights.	Chapter 16 Primary / Secondary Sources Internet Sources	6.1.12.C.13.a
3.	Evaluate the causes and ideology of the Civil Rights movement.	Chapter 16 Primary / Secondary Sources Internet Sources	6.1.12.D.13.a

Unit 6: Passage To A New Century (1968-2001)

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Relate the role of America's dependence on foreign oil to its economy and foreign policy.	Chapter 16 Primary / Secondary Sources Internet Sources	6.1.12.C.15.a
2.	Assess economic priorities related to international and domestic needs, as reflected in the national budget.	Chapter 16 Primary / Secondary Sources Internet Sources	6.1.12.C.15.b
3.	Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from enacting too much power during contemporary times.	Chapter 16 Primary / Secondary Sources Internet Sources	6.1.12.B.14.c
4.	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.	Chapter 16 Primary / Secondary Sources Internet Sources	6.1.12.D.15.a

New Jersey Core Curriculum Content Standards Language Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

New Jersey Scoring Rubric

**New Jersey Registered Holistic Scoring Rubric**

	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
<b>Score:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
	May lack opening and/or closing	May lack opening and/or closing	May lack opening and/or closing	Generally has opening and/or closing	Opening and closing	Opening and closing
	Minimal response to topic; uncertain focus	Attempts to focus May drift or shift focus	Usually has single focus	Single focus	Single focus	Single, distinct focus
<b>Content and Organization</b>	No planning evident; disorganized	Attempts organization Few, if any, transitions between ideas	Some lapses or flaws in organization May lack some transitions between ideas	Ideas loosely connected Transitions evident	Moderately fluent Attempts compositional risks	Logical progression of ideas Fluent, cohesive Compositional risks successful
	Details random, inappropriate, or barely apparent	Details lack elaboration, i. e., highlight paper	Repetitious details Several unelaborated details	Uneven development of details	Details appropriate and varied	Details effective, vivid, explicit, and/ or pertinent
<b>Usage</b>	No apparent control Severe/ numerous errors	Numerous errors	Errors/ patterns of errors may be evident	Some errors that do not interfere with meaning	Few errors	Very few, if any, errors

<p><b>Sentence Construction</b></p>	<p>Assortment of incomplete and/ or incorrect sentences</p>	<p>Excessive monotony/ same structure</p> <p>Numerous errors</p>	<p>Little variety in syntax</p> <p>Some errors</p>	<p>Some variety</p> <p>Generally correct</p>	<p>Variety in syntax appropriate and effective</p> <p>Few errors</p>	<p>Precision and/or sophistication</p> <p>Very few, if any, errors</p>
<p><b>NR</b> No Response</p>		<p>Student wrote too little to allow a reliable judgement of his/her writing.</p>				
<p><b>OT</b> Off Topic/Off Task</p>		<p>Student did not write on the assigned topic/ task, or the student attempted to copy the prompt.</p>				
<p><b>NE</b> Not English</p>		<p>Student wrote in a language other than English.</p>				
<p><b>WF</b> Wrong Format</p>		<p>Student refused to write on the topic, or the writing task folder was blank.</p>				
<p><b>Content/ Organization</b></p>		<p><b>Usage</b></p>		<p><b>Sentence Construction</b></p>		<p><b>Mechanics</b></p>
<ul style="list-style-type: none"> <li>• Communicates intended message to intended audience</li> <li>• Relates to topic</li> <li>• Opening and closing</li> <li>• Focused</li> <li>• Logical progression of ideas</li> <li>• Transitions</li> <li>• Appropriate details and information</li> </ul>	<ul style="list-style-type: none"> <li>• Tense formation</li> <li>• Subject- verb agreement</li> <li>• Pronouns usage/ agreement</li> <li>• Word choice/ meaning</li> <li>• Proper Modifiers</li> </ul>	<ul style="list-style-type: none"> <li>• Variety of type, structure, and length</li> <li>• Correct construction</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling</li> <li>• Capitalization</li> <li>• Punctuation</li> </ul>			

## Language Arts Literacy Open-Ended Scoring Rubric

### Points Criteria

- 4** A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3** A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2** A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1** A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0** A 0-point response is irrelevant or off-topic.