

**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**Advanced Placement  
United States History II**

**July 21, 2020**

## **Mission Statement**

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

## **Philosophy Statement**

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

## **Course Description**

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

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

This course traces the history of the United States from Industrialization and Urbanization of the post-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, political, economic and civic problems of different time frames. A variety of strategies will be incorporated to communicate the content. Primary documents, individual and group research, and selected pieces of art and literature will be blended into the instructional process.

## **Curriculum Units/Pacing Guide**

| Unit # / Title                                   | Number of Days |
|--|----------------|
| 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

| Overview                                      | Standards                    | Unit Skills Focus   | Content-Specific Practices<br>(when applicable)  |
|---|------------------------------|---|--|
| Unit 1<br>Industrialization &<br>Urbanization | 6.1.12.A.5.a<br>6.1.12.A.5.b | Relate industrial growth to the need for social and governmental reforms. | <ul style="list-style-type: none"> <li>Annotations and close reading activities</li> </ul> |

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|  | <p>6.1.12.A.5.c</p> <p>6.1.12.B.5.a</p> <p>6.1.12.B.5.b</p> <p>6.1.12.C.5.a</p> <p>6.1.12.C.5.c</p> <p>6.1.12.D.5.a</p> <p>6.1.12.D.5.b</p> <p>6.1.12.D.5.c</p> <p>6.1.12.D.5.d</p> | <p>Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.</p> <p>Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native American, and African Americans.</p> <p>Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and movement of populations.</p> <p>Assess the impact of rapid urbanization on the quality of life in cities.</p> <p>Analyze the economic practices of various business organizations (i.e., corporations and the monopolies) regarding the goods, and explain the positive or negative impact of these practices on the nation and on individuals.</p> <p>Compare and contrast economic development of the North, South, and West in the post-Civil War period.</p> <p>Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.</p> <p>Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.</p> <p>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</p> | <ul style="list-style-type: none"> <li>● Classroom Discussions, Socratic seminars, and Debates</li> <li>● Analysis of graphic organizers and notes</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/Group Presentations</li> <li>● Document Based Question analysis and essays</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul> |
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|  | <p>economic needs and expectations.</p> <p>Relate varying immigrants' experiences to gender, race, ethnicity or occupation.</p>  |   |
| <p><b>Suggested Resources</b><br/> <i>Provide links to specific resources/activities</i></p> | <p><a href="http://www.nationalgeographic.com/">http://www.nationalgeographic.com/</a><br/> <a href="http://www.history.com/">http://www.history.com/</a><br/> <a href="http://www.historynet.com/">http://www.historynet.com/</a><br/> <a href="https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html">https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html</a><br/> <a href="http://constitutionus.com/">http://constitutionus.com/</a><br/> <a href="https://www.primarysource.org/">https://www.primarysource.org/</a><br/> <a href="http://historynewsnetwork.org/">http://historynewsnetwork.org/</a><br/> <a href="https://www.smithsonianchannel.com/">https://www.smithsonianchannel.com/</a><br/> <a href="https://www.archives.gov/">https://www.archives.gov/</a><br/> <a href="https://nj.gov/education/holocaust/curriculum/">https://nj.gov/education/holocaust/curriculum/</a><br/> <a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a><br/> <a href="https://www.icivics.org/">https://www.icivics.org/</a><br/> <a href="https://www.readworks.org/">https://www.readworks.org/</a><br/> <a href="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</a><br/> <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a><br/> <a href="https://edsternment.neh.gov/introduction-advanced-placement-us-history-lessons">https://edsternment.neh.gov/introduction-advanced-placement-us-history-lessons</a><br/> <a href="http://ap.gilderlehrman.org/">http://ap.gilderlehrman.org/</a><br/> <a href="https://www.history.com/topics/industrial-revolution/industrial-revolution">https://www.history.com/topics/industrial-revolution/industrial-revolution</a><br/> <a href="http://www.niamstadcurriculum.net/history/unit/establishment-new-nation">http://www.niamstadcurriculum.net/history/unit/establishment-new-nation</a><br/> <p><b>The American Pageant</b><br/> <b>The American Spirit.</b><br/> <b>Doing the DBQ, USA: College Entrance Examination Board.</b></p> </p> |   |
| <p><b>Unit 2</b><br/> <b>Gilded Age Politics</b></p>   | <p>6.1.12.C.6.a<br/> 6.1.12.C.6.b<br/> 6.1.12.C.6.c<br/> 6.1.12.D.6.a</p>  | <p>Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.</p> <p>Determine how supply and demand influenced price and output during the Industrial Revolution.</p> <p>Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.</p> |

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|  |  | <p>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</p> |  |
| <p><b>Suggested Resources</b><br/> <i>Provide links to specific resources/activities</i></p> | <p><a href="http://www.nationalgeographic.com/">http://www.nationalgeographic.com/</a><br/> <a href="http://www.history.com/">http://www.history.com/</a><br/> <a href="http://www.historynet.com/">http://www.historynet.com/</a><br/> <a href="https://www.census.gov/history/www/genealogy/decennial_census_records/ce_nus_records_2.html">https://www.census.gov/history/www/genealogy/decennial_census_records/ce_nus_records_2.html</a><br/> <a href="http://constitutionus.com/">http://constitutionus.com/</a><br/> <a href="https://www.primarysource.org/">https://www.primarysource.org/</a><br/> <a href="http://historynewsnetwork.org/">http://historynewsnetwork.org/</a><br/> <a href="https://www.smithsonianchannel.com/">https://www.smithsonianchannel.com/</a><br/> <a href="https://www.archives.gov/">https://www.archives.gov/</a><br/> <a href="https://mi.gov/education/holocaust/curriculum/">https://mi.gov/education/holocaust/curriculum/</a><br/> <a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a><br/> <a href="https://www.icivics.org/">https://www.icivics.org/</a><br/> <a href="https://www.readworks.org/">https://www.readworks.org/</a><br/> <a href="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</a><br/> <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a><br/> <a href="https://edstementeh.gov/introduction-advanced-placement-us-history-lessons">https://edstementeh.gov/introduction-advanced-placement-us-history-lessons</a><br/> <a href="http://ap.gilderlehrman.org/">http://ap.gilderlehrman.org/</a><br/> <a href="https://www.history.com/topics/19th-century/gilded-age">https://www.history.com/topics/19th-century/gilded-age</a><br/> <a href="http://www.niamistadcurriculum.net/history/unit/establishment-new-nation">http://www.niamistadcurriculum.net/history/unit/establishment-new-nation</a></p> | <p><b>The American Pageant</b><br/> <b>The American Spirit</b><br/> <b>Doing the DBQ, USA: College Entrance Examination Board.</b><br/>         6.1.12.B.6.a<br/>         6.1.12.B.6.b</p>   |  |
| <p><b>Unit 3</b><br/> <b>Imperialism</b></p>   | <p>6.1.12.D.6.b</p>  | <p>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.</p>                  |  |

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|  | <p>Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.</p>  |   |
| <p><b>Suggested Resources</b><br/> <i>Provide links to specific resources/activities</i></p> | <p><a href="http://www.nationalgeographic.com/">http://www.nationalgeographic.com/</a><br/> <a href="http://www.history.com/">http://www.history.com/</a><br/> <a href="http://www.historynet.com/">http://www.historynet.com/</a><br/> <a href="https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html">https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html</a><br/> <a href="http://constitutionus.com/">http://constitutionus.com/</a><br/> <a href="https://www.primarysource.org/">https://www.primarysource.org/</a><br/> <a href="http://historynewsnetwork.org/">http://historynewsnetwork.org/</a><br/> <a href="https://www.smithsonianchannel.com/">https://www.smithsonianchannel.com/</a><br/> <a href="https://www.archives.gov/">https://www.archives.gov/</a><br/> <a href="https://nl.gov/education/holocaust/curriculum/">https://nl.gov/education/holocaust/curriculum/</a><br/> <a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a><br/> <a href="https://www.1ctvics.org/">https://www.1ctvics.org/</a><br/> <a href="https://www.readworks.org/">https://www.readworks.org/</a><br/> <a href="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</a><br/> <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a><br/> <a href="https://edstement.nh.gov/introduction-advanced-placement-us-history-lessons">https://edstement.nh.gov/introduction-advanced-placement-us-history-lessons</a><br/> <a href="http://ap.gilderlehrman.org/">http://ap.gilderlehrman.org/</a><br/> <a href="https://quizlet.com/1544664/imperialism-flash-cards/">https://quizlet.com/1544664/imperialism-flash-cards/</a><br/> <a href="http://www.niamistadcurriculum.net/history/unit/establishment-new-nation">http://www.niamistadcurriculum.net/history/unit/establishment-new-nation</a><br/> <b>The American Pageant</b><br/> <b>The American Spirit</b><br/> <b>Doing the DBQ. USA: College Entrance Examination Board.</b></p> |   |
| <p><b>Unit 4</b><br/> <b>Progressivism</b></p>   | <p>6.1.12.A.6.a<br/> 6.1.12.A.6.b<br/> 6.1.12.A.6.c<br/> 6.1.12.D.12.b</p>  | <p>Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p> <p>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.</p> |



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|  | <p>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.</p> <p>Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19<sup>th</sup> Amendment.</p>  |  |
| <p><b>Suggested Resources</b><br/>Provide links to specific resources/activities</p> | <p><a href="http://www.nationalgeographic.com/">http://www.nationalgeographic.com/</a><br/> <a href="http://www.history.com/">http://www.history.com/</a><br/> <a href="http://www.historynet.com/">http://www.historynet.com/</a><br/> <a href="https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html">https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html</a><br/> <a href="http://constitutionus.com/">http://constitutionus.com/</a><br/> <a href="https://www.primarysource.org/">https://www.primarysource.org/</a><br/> <a href="http://historynewsnetwork.org/">http://historynewsnetwork.org/</a><br/> <a href="https://www.smithsonianchannel.com/">https://www.smithsonianchannel.com/</a><br/> <a href="https://www.archives.gov/">https://www.archives.gov/</a><br/> <a href="https://ni.gov/education/holocaust/curriculum/">https://ni.gov/education/holocaust/curriculum/</a><br/> <a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a><br/> <a href="https://www.icivics.org/">https://www.icivics.org/</a><br/> <a href="https://www.readworks.org/">https://www.readworks.org/</a><br/> <a href="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</a><br/> <a href="https://shleg.stanford.edu/">https://shleg.stanford.edu/</a><br/> <a href="https://edstatementeh.gov/introduction-advanced-placement-us-history-lessons">https://edstatementeh.gov/introduction-advanced-placement-us-history-lessons</a><br/> <a href="http://ap.gilderlehman.org/">http://ap.gilderlehman.org/</a><br/> <a href="https://quizlet.com/10704589/apush-the-progressive-era-1901-1917-flash-cards/">https://quizlet.com/10704589/apush-the-progressive-era-1901-1917-flash-cards/</a><br/> <a href="http://www.nianistadcurriculum.net/history/unit/establishment-new-nation">http://www.nianistadcurriculum.net/history/unit/establishment-new-nation</a></p> <p><b>The American Pageant</b><br/> <b>The American Spirit.</b><br/> <b>Doing the DBQ. USA: College Entrance Examination Board.</b></p> |  |
| <p><b>Unit 5</b><br/><b>World War I</b></p>  | <p>6.1.12.A.7.a<br/>6.1.12.A.7.b</p>   | <p>Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.</p> |

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|  | <p>6.1.12.A.7.c</p> <p>6.1.12.B.7.a</p> <p>6.1.12.C.7.a</p> <p>6.1.12.C.7.b</p> <p>6.1.12.D.7.a</p> <p>6.1.12.D.7.b</p> <p>6.1.12.D.7.c</p> <p>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.</p> <p>Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.</p> <p>Explain how global competition by nations for land and resources led to increased militarism.</p> <p>Determine how technological advancements affected the nature of World War I on land, on water, and in the air.</p> <p>Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.</p> <p>Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.</p> <p>Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.</p> <p>Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.</p> |  |
| <p><b>Suggested Resources</b><br/>Provide links to specific resources/activities</p> | <p><a href="http://www.nationalgeographic.com/">http://www.nationalgeographic.com/</a></p> <p><a href="http://www.history.com/">http://www.history.com/</a></p> <p><a href="http://www.history.net.com/">http://www.history.net.com/</a></p> <p><a href="https://www.census.gov/history/www/genealogy/decentennial_census_records/census_records_2.html">https://www.census.gov/history/www/genealogy/decentennial_census_records/census_records_2.html</a></p> <p><a href="http://constitutionus.com/">http://constitutionus.com/</a></p> <p><a href="https://www.primarysource.org/">https://www.primarysource.org/</a></p> <p><a href="http://historynewsnetwork.org/">http://historynewsnetwork.org/</a></p> <p><a href="https://www.smithsonianchannel.com/">https://www.smithsonianchannel.com/</a></p> <p><a href="https://www.archives.gov/">https://www.archives.gov/</a></p>  |  |

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| <p><b>Unit 6<br/>The Roaring<br/>20's</b></p> | <p>6.1.12.A.8.a<br/>6.1.12.A.8.b<br/>6.1.12.A.8.c<br/>6.1.12.C.8.a<br/>6.1.12.C.8.b<br/>6.1.12.D.8.a<br/>6.1.12.D.8.b</p>   | <p>Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.</p> <p>Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.</p> <p>Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.</p> <p>Analyze the push-pull factors that led to the Great Migration.</p> <p>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.</p> <p>Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.</p> |
|   | <p><a href="https://mi.gov/education/holocausst/curriculum/">https://mi.gov/education/holocausst/curriculum/</a><br/> <a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a><br/> <a href="https://www.icivics.org/">https://www.icivics.org/</a><br/> <a href="https://www.readworks.org/">https://www.readworks.org/</a><br/> <a href="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</a><br/> <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a><br/> <a href="https://edstement.neh.gov/introduction-advanced-placement-us-history-lessons">https://edstement.neh.gov/introduction-advanced-placement-us-history-lessons</a><br/> <a href="http://ap.gilderlehrman.org/">http://ap.gilderlehrman.org/</a><br/> <a href="https://www.history.com/topics/world-war-i/world-war-i-history">https://www.history.com/topics/world-war-i/world-war-i-history</a><br/> <a href="http://www.njainstatedcurriculum.net/history/unit/establishment-new-nation">http://www.njainstatedcurriculum.net/history/unit/establishment-new-nation</a></p> <p><b>The American Pageant</b><br/> <b>The American Spirit:</b><br/> <b>Doing the DBQ. USA: College Entrance Examination Board.</b></p> |  |

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|  | <p>Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.</p>   |   |
| <p><b>Suggested Resources</b><br/>Provide links to specific resources/activities</p> | <p> <a href="http://www.nationalgeographic.com/">http://www.nationalgeographic.com/</a><br/> <a href="http://www.history.com/">http://www.history.com/</a><br/> <a href="http://www.historynet.com/">http://www.historynet.com/</a><br/> <a href="https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html">https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html</a><br/> <a href="http://constitutionus.com/">http://constitutionus.com/</a><br/> <a href="https://www.primarysource.org/">https://www.primarysource.org/</a><br/> <a href="http://historynewsnetwork.org/">http://historynewsnetwork.org/</a><br/> <a href="https://www.smithsonianchannel.com/">https://www.smithsonianchannel.com/</a><br/> <a href="https://www.archives.gov/">https://www.archives.gov/</a><br/> <a href="https://nj.gov/education/holocaust/curriculum/">https://nj.gov/education/holocaust/curriculum/</a><br/> <a href="https://www.cmr.com/cml10">https://www.cmr.com/cml10</a><br/> <a href="https://www.icivics.org/">https://www.icivics.org/</a><br/> <a href="https://www.readworks.org/">https://www.readworks.org/</a><br/> <a href="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</a><br/> <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a><br/> <a href="https://edstremet.nh.gov/introduction-advanced-placement-us-history-lessons">https://edstremet.nh.gov/introduction-advanced-placement-us-history-lessons</a><br/> <a href="http://ad-gilderlehrman.org/">http://ad-gilderlehrman.org/</a><br/> <a href="https://www.history.com/topics/roaring-twenties">https://www.history.com/topics/roaring-twenties</a><br/> <a href="http://www.jpbtqhistory.org/lesson/were-the-1920s-a-time-of-cultural-change/">http://www.jpbtqhistory.org/lesson/were-the-1920s-a-time-of-cultural-change/</a><br/> <a href="http://www.niamistadcurriculum.net/history/univ/establishment-new-nation">http://www.niamistadcurriculum.net/history/univ/establishment-new-nation</a> </p> <p><b>The American Pageant</b></p> <p><b>The American Spirit.</b></p> <p><b>Doing the DBQ. USA: College Entrance Examination Board.</b></p> |   |
| <p><b>Unit 7</b><br/><b>The Great Depression &amp; the New Deal</b></p>              | <p>6.1.12.D.9.b</p> <p>6.1.12.A.10.a</p> <p>6.1.12.A.10.b</p> <p>6.1.12.A.10.c</p>  | <p>Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.</p> <p>Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal.</p> <p>Assess the effectiveness of governmental policies enacted</p> |

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|   | <p>6.1.12.D.10.c<br/>6.1.12.D.10.d</p> <p>during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.</p> <p>Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.</p> <p>Compare and contrast the leadership, abilities of Franklin Delano Roosevelt and those of past and recent presidents.</p> <p>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.</p> <p>Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.</p>   |  |
| <p><b>Suggested Resources</b><br/><i>Provide links to specific resources/activities</i></p> | <p><a href="http://www.nationalgeographic.com/">http://www.nationalgeographic.com/</a><br/> <a href="http://www.history.com/">http://www.history.com/</a><br/> <a href="http://www.historynet.com/">http://www.historynet.com/</a><br/> <a href="https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html">https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html</a><br/> <a href="http://constitutionus.com/">http://constitutionus.com/</a><br/> <a href="https://www.primarysource.org/">https://www.primarysource.org/</a><br/> <a href="http://historynewsnetwork.org/">http://historynewsnetwork.org/</a><br/> <a href="https://www.smithsonianchannel.com/">https://www.smithsonianchannel.com/</a><br/> <a href="https://www.archives.gov/">https://www.archives.gov/</a><br/> <a href="https://ni.gov/education/holocausv/curriculum/">https://ni.gov/education/holocausv/curriculum/</a><br/> <a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a><br/> <a href="https://www.icivics.org/">https://www.icivics.org/</a><br/> <a href="https://www.readworks.org/">https://www.readworks.org/</a><br/> <a href="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</a><br/> <a href="https://edstatement.neh.gov/introduction-advanced-placement-us-history-lessons">https://edstatement.neh.gov/introduction-advanced-placement-us-history-lessons</a><br/> <a href="http://ap.gilderlehrman.org/">http://ap.gilderlehrman.org/</a><br/> <a href="https://www.history.com/topics/great-depression/new-deal">https://www.history.com/topics/great-depression/new-deal</a><br/> <a href="http://www.njainistadcurriculum.net/history/unit/establishment-new-nation">http://www.njainistadcurriculum.net/history/unit/establishment-new-nation</a></p> <p><b>The American Pageant</b><br/><b>The American Spirit.</b></p> |  |

| Unit 8<br>American Foreign<br>Policy & WWII | Doing the DBQ: USA: College Entrance Examination Board.   |  |
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| 6.1.12.A.11.a                               | Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.   |  |
| 6.1.12.A.11.b                               | Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.  |  |
| 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.   |  |
| 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.e                               | Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.  |  |
| 6.1.12.B.11.a                               | Explain the role that geography played in the development of military strategies and weaponry in World War II.  |  |
| 6.1.12.C.11.b                               | Relate new wartime inventions to scientific and technological advancements in the civilian world.   |  |
| 6.1.12.D.11.a                               | Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.   |  |
| 6.1.12.D.11.c                               | Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. |  |
| 6.1.12.D.11.d                               |   |  |
| 6.1.12.D.11.e                               |   |  |
| 6.1.12.A.11.e                               |   |  |

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|  | <p>Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p> <p>Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.</p> <p>Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p>  |  |
| <p><b>Suggested Resources</b><br/> <i>Provide links to specific resources/activities</i></p> | <p><a href="http://www.nationalgeographic.com/">http://www.nationalgeographic.com/</a><br/> <a href="http://www.history.com/">http://www.history.com/</a><br/> <a href="http://www.historynet.com/">http://www.historynet.com/</a><br/> <a href="https://www.census.gov/history/www/genealogy/decennial_census_records/ice_nsus_records_2.html">https://www.census.gov/history/www/genealogy/decennial_census_records/ice_nsus_records_2.html</a><br/> <a href="http://constitutionus.com/">http://constitutionus.com/</a><br/> <a href="https://www.primarysource.org/">https://www.primarysource.org/</a><br/> <a href="http://historynewsnetwork.org/">http://historynewsnetwork.org/</a><br/> <a href="https://www.smithsonianchannel.com/">https://www.smithsonianchannel.com/</a><br/> <a href="https://www.archives.gov/">https://www.archives.gov/</a><br/> <a href="https://mi.gov/education/holocaust/curriculum/">https://mi.gov/education/holocaust/curriculum/</a><br/> <a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a><br/> <a href="https://www.icivics.org/">https://www.icivics.org/</a><br/> <a href="https://www.readworks.org/">https://www.readworks.org/</a><br/> <a href="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</a><br/> <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a><br/> <a href="https://edstement.nh.gov/introduction-advanced-placement-us-history-lessons">https://edstement.nh.gov/introduction-advanced-placement-us-history-lessons</a><br/> <a href="http://ap.gilderlehrman.org/">http://ap.gilderlehrman.org/</a><br/> <a href="https://www.history.com/topics/world-war-ii/world-war-ii-history">https://www.history.com/topics/world-war-ii/world-war-ii-history</a><br/> <a href="https://www.tolerance.org/magazine/publications/best-practices-for-serving-lgbtq-students/appendix-b-lgbtq-historical-figures">https://www.tolerance.org/magazine/publications/best-practices-for-serving-lgbtq-students/appendix-b-lgbtq-historical-figures</a><br/> <a href="https://www.history.com/news/pink-triangle-nazi-concentration-camps">https://www.history.com/news/pink-triangle-nazi-concentration-camps</a><br/> <a href="http://www.niamistadcurriculum.net/history/unit/establishment-new-nation">http://www.niamistadcurriculum.net/history/unit/establishment-new-nation</a><br/> <b>The American Pageant</b><br/> <b>The American Spirit.</b></p> |  |

| Doing the DBQ, USA: College Entrance Examination Board. |   |  |
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| Unit 9<br>The Cold War &<br>the Eisenhower<br>Years     | 6.1.12.A.12.a   | Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War. |
|   | 6.1.12.A.12.b   |  |
|   | 6.1.12.B.12.a   |  |
|   | 6.1.12.C.12.a   | Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.   |
|   | 6.1.12.C.12.c   | 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.d   |  |
|   | 6.1.12.D.12.b   |  |
| 6.1.12.D.12.c   | Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.   |  |
| 6.1.12.A.13.b   | Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.  |  |
| 6.1.12.B.13.a   | Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.  |  |
| 6.1.12.C.13.a   | 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. |  |
| 6.1.12.C.13.b   | Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.   |  |



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|   | <p>Evaluate the effectiveness of economic policies that sought to combat post-World War II Inflation.</p>   |   |
| <p><b>Suggested Resources</b><br/><i>Provide links to specific resources/activities</i></p> | <p> <a href="http://www.nationalgeographic.com/">http://www.nationalgeographic.com/</a><br/> <a href="http://www.history.com/">http://www.history.com/</a><br/> <a href="http://www.historynet.com/">http://www.historynet.com/</a><br/> <a href="https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html">https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html</a><br/> <a href="http://constitutionus.com/">http://constitutionus.com/</a><br/> <a href="https://www.primarysource.org/">https://www.primarysource.org/</a><br/> <a href="http://historynewsnetwork.org/">http://historynewsnetwork.org/</a><br/> <a href="https://www.smithsonianchannel.com/">https://www.smithsonianchannel.com/</a><br/> <a href="https://www.archives.gov/">https://www.archives.gov/</a><br/> <a href="https://ni.gov/education/holocaust/curriculum/">https://ni.gov/education/holocaust/curriculum/</a><br/> <a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a><br/> <a href="https://www.1civics.org/">https://www.1civics.org/</a><br/> <a href="https://www.readworks.org/">https://www.readworks.org/</a><br/> <a href="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</a><br/> <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a><br/> <a href="https://edstemmenteh.gov/introduction-advanced-placement-us-history-lessons">https://edstemmenteh.gov/introduction-advanced-placement-us-history-lessons</a><br/> <a href="http://ap.gilderlehrman.org/">http://ap.gilderlehrman.org/</a><br/> <a href="https://www.history.com/topics/cold-war">https://www.history.com/topics/cold-war</a><br/> <a href="https://www.history.com/news/state-department-gay-employees-ousted-fired-lavender-scare">https://www.history.com/news/state-department-gay-employees-ousted-fired-lavender-scare</a><br/> <a href="http://www.niamistadcurriculum.net/history/unit/establishment-new-nation">http://www.niamistadcurriculum.net/history/unit/establishment-new-nation</a><br/> <b>The American Pageant</b><br/> <b>The American Spirit:</b><br/> <b>Doing the DBQ, USA: College Entrance Examination Board.</b> </p> |   |
| <p><b>Unit 10</b><br/><b>The New Frontier &amp; the Great Society</b></p>                   | <p>           6.1.12.A.13.c<br/>           6.1.12.B.13.b<br/>           6.1.12.C.13.c<br/>           6.1.12.D.13.b<br/>           6.1.12.D.13.c         </p>  | <p>           Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.<br/>           Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.<br/>           Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.         </p> |

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|  | <p>Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.</p> <p>Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.</p> <p>Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.</p>  |   |
| <p><b>Suggested Resources</b><br/> <i>Provide links to specific resources/activities</i></p> | <p><a href="http://www.nationalgeographic.com/">http://www.nationalgeographic.com/</a><br/> <a href="http://www.history.com/">http://www.history.com/</a><br/> <a href="http://www.historynet.com/">http://www.historynet.com/</a><br/> <a href="https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html">https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html</a><br/> <a href="http://constitutionus.com/">http://constitutionus.com/</a><br/> <a href="https://www.primar/source.org/">https://www.primar/source.org/</a><br/> <a href="http://historynewsnetwork.org/">http://historynewsnetwork.org/</a><br/> <a href="https://www.smithsonianchannel.com/">https://www.smithsonianchannel.com/</a><br/> <a href="https://www.archives.gov/">https://www.archives.gov/</a><br/> <a href="https://ni.gov/education/holocaust/curriculum/">https://ni.gov/education/holocaust/curriculum/</a><br/> <a href="https://www.era.com/era10">https://www.era.com/era10</a><br/> <a href="https://www.icivics.org/">https://www.icivics.org/</a><br/> <a href="https://www.readworks.org/">https://www.readworks.org/</a><br/> <a href="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</a><br/> <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a><br/> <a href="https://edstemment.nh.gov/introduction-advanced-placement-us-history-lessons">https://edstemment.nh.gov/introduction-advanced-placement-us-history-lessons</a><br/> <a href="http://ap.gilderlehrman.org/">http://ap.gilderlehrman.org/</a><br/> <a href="https://www.history.com/topics/1960s/great-society">https://www.history.com/topics/1960s/great-society</a><br/> <a href="http://www.lgbtqhistory.org/lesson/fo-wha-extend-was-the-movement-for-lgbt-rights-part-of-the-broader-movement-for-civil-rights/">http://www.lgbtqhistory.org/lesson/fo-wha-extend-was-the-movement-for-lgbt-rights-part-of-the-broader-movement-for-civil-rights/</a><br/> <a href="http://www.nhantriviet.com/History/Unit/Establishment-New-Nation">http://www.nhantriviet.com/History/Unit/Establishment-New-Nation</a><br/> <b>The American Pageant</b><br/> <b>The American Spirit</b><br/>         Doing the DBQ, USA, College Entrance Examination Board.</p> |   |
| <p><b>Unit 11</b><br/> <b>Nixon, Carter &amp; the 1970's</b></p>                             | <p>6.1.12.D.12.d<br/>         6.1.12.D.12.e</p>   | <p>Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.</p> |

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|  | <p>6.1.12.A.14.a</p> <p>6.1.12.A.14.b</p> <p>6.1.12.A.14.c</p> <p>6.1.12.A.14.d</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>Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.</p> <p>Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.</p> <p>Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.</p> <p>Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.</p> |  |
| <p><b>Suggested Resources</b><br/>Provide links to specific resources/activities</p> | <p><a href="http://www.nationalgeographic.com/">http://www.nationalgeographic.com/</a></p> <p><a href="http://www.history.com/">http://www.history.com/</a></p> <p><a href="http://www.historynet.com/">http://www.historynet.com/</a></p> <p><a href="https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html">https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html</a></p> <p><a href="http://constitutionus.com/">http://constitutionus.com/</a></p> <p><a href="https://www.primarysource.org/">https://www.primarysource.org/</a></p> <p><a href="http://historynewsnetwork.org/">http://historynewsnetwork.org/</a></p> <p><a href="https://www.smithsonianchannel.com/">https://www.smithsonianchannel.com/</a></p> <p><a href="https://www.archives.gov/">https://www.archives.gov/</a></p> <p><a href="https://mi.gov/education/holocaust/curriculum/">https://mi.gov/education/holocaust/curriculum/</a></p> <p><a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a></p> <p><a href="https://www.icivics.org/">https://www.icivics.org/</a></p> <p><a href="https://www.readworks.org/">https://www.readworks.org/</a></p> <p><a href="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</a></p> <p><a href="https://shog.stanford.edu/">https://shog.stanford.edu/</a></p> <p><a href="https://edstement.neh.gov/introduction-advanced-placement-us-history-lessons">https://edstement.neh.gov/introduction-advanced-placement-us-history-lessons</a></p> <p><a href="http://ap.gilderlehrman.org/">http://ap.gilderlehrman.org/</a></p> |   |  |

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|  | <p><a href="https://study.com/academy/lesson/us-history-in-the-1970s-activities-for-high-school.html">https://study.com/academy/lesson/us-history-in-the-1970s-activities-for-high-school.html</a></p> <p><a href="http://www.njainstcurriculum.net/history/univ/establishment-new-nation">http://www.njainstcurriculum.net/history/univ/establishment-new-nation</a></p> <p><b>The American Pageant</b></p> <p><b>The American Spirit</b></p> <p><b>Doing the DBQ, USA: College Entrance Examination Board.</b></p>  |   |
| <p><b>Unit 12</b><br/> <b>Reagan, Bush, Clinton &amp; Beyond</b></p>                         | <p>6.1.12.C.15.a</p> <p>6.1.12.D.15.c</p> <p>6.1.12.D.15.d</p>  | <p>Relate the role of America's dependence on foreign oil to its economy and foreign policy.</p> <p>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.</p> <p>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 other nations to prevent terrorism.</p> |
| <p><b>Suggested Resources</b><br/> <i>Provide links to specific resources/activities</i></p> | <p><a href="http://www.nationalgeographic.com/">http://www.nationalgeographic.com/</a></p> <p><a href="http://www.history.com/">http://www.history.com/</a></p> <p><a href="http://www.historynet.com/">http://www.historynet.com/</a></p> <p><a href="https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html">https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html</a></p> <p><a href="http://constitutionus.com/">http://constitutionus.com/</a></p> <p><a href="https://www.primarysource.org/">https://www.primarysource.org/</a></p> <p><a href="http://historynewsnetwork.org/">http://historynewsnetwork.org/</a></p> <p><a href="https://www.smithsonianchannel.com/">https://www.smithsonianchannel.com/</a></p> <p><a href="https://www.archives.gov/">https://www.archives.gov/</a></p> <p><a href="https://nl.gov/education/holocaus/curriculum/">https://nl.gov/education/holocaus/curriculum/</a></p> <p><a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a></p> <p><a href="https://www.iciivics.org/">https://www.iciivics.org/</a></p> <p><a href="https://www.readworks.org/">https://www.readworks.org/</a></p> <p><a href="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</a></p> |   |

<https://sheg.stanford.edu/>  
<https://edstatement.nh.gov/introduction-advanced-placement-us-history-lessons>  
<http://www.ushistory.org/us/59d.asp>  
<http://ap.gilderlehrman.org/>  
<http://www.niamistadcurriculum.net/history/unit/establishment-new-nation>  
 The American Pageant  
 The American Spirit  
 Doing the DBQ. USA: College Entrance Examination Board.

## Curricular Units

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

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| <p>Americans.</p> <p>6.1.12.B.5.b<br/>Assess the impact of rapid urbanization on the environment and on the quality of life in cities.</p>  | <p>workers to achieve economic goals?<br/>How does rapid growth affect cities?</p>   | <p>concepts<br/>Individual/Group Presentations<br/>Document Based Question analysis and essays<br/>Written responses to queries<br/>Summary and Analysis of Videos/Documentaries/Films<br/>Summary and analysis of guest speakers</p>  | <p>compare to the time period.</p>   |
| <p>6.1.12.C.5.a<br/>Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.</p> <p>6.1.12.C.5.c<br/>Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.</p> | <p>How does industrialization affect the social, cultural, and economic elements of our nation?<br/>What would it take for you to move to a foreign land?<br/>How will immigrants gain access to the resources needed to survive in the United States?</p> | <p>Annotations and close reading activities<br/>Classroom Discussions, Socratic seminars, and Debates<br/>Analysis of graphic organizers and notes<br/>Annotated Timelines<br/>Teacher and student led<br/>PowerPoint Presentations<br/>Class Trips to applicable historical sites/monuments<br/>Definitions of key terms and concepts<br/>Individual/Group Presentations<br/>Document Based Question analysis and essays<br/>Written responses to queries<br/>Summary and Analysis of Videos/Documentaries/Films<br/>Summary and analysis of guest speakers</p> | <p>Primary Sources – readings from immigrant experiences.<br/><br/>Chart demographic shifts during the era, including new waves of immigrants.</p> |
| <p>6.1.12.D.5.a</p>   |  | <p>Annotations and close reading</p>   |  |

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| <p>Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.</p> <p>6.1.12.D.5.b</p> <p>Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.</p> <p>6.1.12.D.5.c</p> <p>Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.</p> <p>6.1.12.D.5.d</p> <p>Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p> | <p>Explain how infrastructure and the governments push to expand private land usage affected the industrial age?</p> <p>How might immigrants respond to help from someone outside their culture?</p> <p>What skills do immigrants need in order to thrive in the United States?</p> | <p>activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p> | <p>Primary Source Quiz on Philanthropy of Industrials</p> <p>DBQ's – Immigration and Industrialization</p> <p>Essay on Impact of Market Economy</p> |
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| Unit 1 Assessment Plan  |  | Summative Assessment   |                                 |
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| <p><b>Formative Assessment</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> | <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> | <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p> | <p>Tests, Quizzes, Projects</p> |

| Unit 1 Suggested Modifications/Accommodations/Extension Activities   |  |  |  |
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| <p><b>English Language Learners (ELL)</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> | <p><b>Special Education / 504</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> | <p><b>Gifted and Talented</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> |  |

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| <p>a. Read written instructions/Google translate</p> <p>b. Students may be provided with note organizers/study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect student when not on task.</p> | <p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p> | <p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> |
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**Unit 1 Connections**

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



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, NJLS style writing,  
Primary/Secondary Source Analysis

| <b>Unit 2: Gilded Age Politics</b>   |  |   |  |
|--|--|---|--|
| Content Standards  | Critical Knowledge & Skills<br>(“Unpacked” Standards)                                  | Content-Specific Practices<br>(when applicable)   | Standard Mastery Examples<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| <p><b>6.1.12.C.6.a</b></p> <p>Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.</p> | <p>How did unions benefit the working class and change the landscape of business?</p>  | <p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p> | <p>Debate on effect of Labor Unions</p> <p>Market Activity—establishing a market price for consumer products.</p>  |
| <p><b>6.1.12.C.6.b</b></p> <p>Determine how supply and demand influenced price and output during the Industrial Revolution.</p>                              | <p>How did political machines regulate government and business in their districts?</p> | <p>Annotations and close reading</p>  |  |

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| <p><b>6.1.12.C.6.c</b></p> <p>Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.</p> <p><b>6.1.12.D.6.a</b></p> <p>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.</p> | <p>How the differences in labor union reflect the needs of the working class in America?</p> <p>Do you think the distinct class structure that capitalism brings to a society is beneficial?</p> | <p>activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p> | <p>Political Cartoon Analysis – Gilded Age Politics</p> <p>DBQ – impact of the consumer driven society.</p> <p>Map Activity – development of the modern city in relation to geographic characteristics</p> |
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| Unit 2 Assessment Plan   |   |
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| <p><b>Formative Assessment</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p> | <p><b>Summative Assessment</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p> |

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

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| <p>topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> | <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p> | <p>d. <a href="http://greatsocialstudies.com">greatsocialstudies.com</a> (Enrichment Activities)</p> |
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| Unit 2 Connections   |  |   |
|--|--|---|
| NJSLs - Technology   | Career Readiness Practices   |   |
| <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p> <p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> | <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p> <p>CRP 1. Act as a responsible and contributing citizen and employee.</p> <p>CRP 2. Apply appropriate academic and technical skills.</p> <p>CRP 3. Attend to personal health and financial well-being.</p> <p>CRP 4. Communicate clearly and effectively and with reason.</p> <p>CRP 5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP 6. Demonstrate creativity and innovation.</p> <p>CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP 9. Model integrity, ethical leadership and effective management.</p> <p>CRP 11. Use technology to enhance productivity.</p> | <p style="text-align: center;"><b>21st Century Skills</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal</p> |
|  | <p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>Math: Map Skills, interpreting charts and graphs</p> <p>English: DBQ Writing, NJSLs style writing, Primary/Secondary Source Analysis</p> <p>Art: Political Cartoons</p>  |   |

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 3: Imperialism

| Content Standards   | Critical Knowledge & Skills<br>(“Unpacked” Standards)   | Content-Specific Practices<br>(when applicable)  | Standard Mastery Examples<br>(The Student will be able to)   |
|---|---|--|--|
| <p>6.1.12.B.6.a</p> <p>Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.</p>  | <p>Make an argument for the most important reason for U.S. imperialistic policy.</p>  | <p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led</p> <p>PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p> | <p>Imperialism DBQ</p> <p>Writing Prompt – major cause for Imperialism</p> <p>Panama Canal Case Study</p> <p>Debating Roosevelt Corollary and Wilsons Mission Diplomacy.</p> <p>DBQ – American Imperialism in the Pacific.</p> |
| <p>6.1.12.B.6.b</p> <p>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.</p> | <p>Explain U.S. justifications for going to war with Spain in 1898?</p> <p>To what extent were U.S. policies in Latin America and the Caribbean economic in nature?</p> | <p>Describe how the location of places in which the U.S. has imperialistic endeavors played a role in those decisions.</p>   | <p>6.1.12.D.6.b</p> <p>Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.</p>                 |

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

| Unit 3 Suggested Modifications/Accommodations/Extension Activities   |   |  |
|--|---|--|
| English Language Learners (ELL)<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>   | Special Education / 504<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  | Gifted and Talented<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>   |
| <ol style="list-style-type: none"> <li>Read written instructions</li> <li>Students may be provided with note organizers/ study guides to reinforce key topics.</li> <li>Model and provide examples</li> <li>Extended time on assessments when needed.</li> <li>Establish a non-verbal cue to redirect student when not on task.</li> <li>Students may use a bilingual dictionary.</li> <li>Pair Visual Prompts with Verbal Presentations</li> <li>Highlight Key Words &amp; Phrases</li> </ol> | <ol style="list-style-type: none"> <li>Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>Extended time on assessments when needed.</li> <li>Preferred seating to be determined by student and teacher.</li> <li>Provide modified assessments when necessary.</li> <li>Student may complete assessments in alternate setting when requested.</li> <li>Establish a non-verbal cue to redirect student when not on task.</li> </ol> | <ol style="list-style-type: none"> <li>Use of Higher Level Questioning Techniques</li> <li>Extension/Challenge Questions</li> <li>Provide Assessments at a Higher Level of Thinking</li> <li>greatsocialstudies.com (Enrichment Activities)</li> </ol> |

| Unit 3 Connections   |   |
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| NISLS - Technology<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i>   | Career Readiness Practices<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i>  |
| <p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of</p> | <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> |

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| <p>at least two tables and describe the process, and explain the report results.</p>  |  |
| <p><b>21st Century Skills</b><br/><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>   | <p><b>Interdisciplinary Connections</b><br/><i>When possible, provide links to specific ELA/ Math/ Sci/ SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> |
| <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p> | <p>Math: Map Skills, interpreting charts and graphs</p> <p>English: DBQ Writing, NJSLs style writing, Primary/Secondary Source Analysis</p>  |

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| <h2>Unit 4: Progressivism</h2>   |   |   |   |
| <p><b>Content Standards</b></p>  | <p><b>Critical Knowledge &amp; Skills</b><br/><i>("Unpacked" Standards)</i></p> | <p><b>Content-Specific Practices</b><br/><i>(when applicable)</i></p>   | <p><b>Standard Mastery Examples</b><br/><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> |
| <p>6.1.12.A.6.a<br/><br/>Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p> | <p>To what extent should the government regulate society?</p>                   | <p>Annotations and close reading activities<br/>Classroom Discussions, Socratic seminars, and Debates<br/>Analysis of graphic organizers and notes<br/>Annotated Timelines<br/>Teacher and student led<br/>PowerPoint Presentations</p> | <p>Progressive Speed Dating<br/><br/>DBQ – 4 goals of Progressivism</p>   |

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| <p>6.1.12.A.6.b<br/>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.</p>                                     | <p>Describe how Progressivism gains traction from a grass-roots perspective?</p>  | <p>Class Trips to applicable historical sites/monuments<br/>Definitions of key terms and concepts<br/>Individual/Group Presentations<br/>Document Based Question analysis and essays<br/>Written responses to queries<br/>Summary and Analysis of Videos/Documentaries/Films<br/>Summary and analysis of guest speakers</p>   | <p>Political Cartoon Analysis on Progressive Legislation<br/><br/>Social Reformer DBQ</p>  |
| <p>6.1.12.A.6.c<br/>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., <i>Plessy v. Ferguson</i>) and state and local governmental policies.</p> | <p>Describe the role of woman and African Americans during the Progressive Era.<br/><br/>To what extent can the Roosevelt, Taft, and Wilson administration be considered progressive?</p> | <p>Annotations and close reading activities<br/>Classroom Discussions, Socratic seminars, and Debates<br/>Analysis of graphic organizers and notes<br/>Annotated Timelines<br/>Teacher and student led PowerPoint Presentations<br/>Class Trips to applicable historical sites/monuments<br/>Definitions of key terms and concepts<br/>Individual/Group Presentations<br/>Document Based Question analysis and essays<br/>Written responses to queries<br/>Summary and Analysis of Videos/Documentaries/Films<br/>Summary and analysis of guest</p> | <p>Class debate- Analyzing 3 progressive presidents.<br/><br/>DBQ – Women's role in the Progressive Era<br/><br/>Modern Day Muckraker Activity<br/>– students will find a newscast on-line and present the issue to the class.</p> |

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

| Unit 4 Connections  |  |   |
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| NJSLS - Technology<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i>  | Career Readiness Practices<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i>   | Interdisciplinary Connections<br><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/</i> |
| 8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.<br><br>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.<br><br>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.<br><br>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results. | CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP11. Use technology to enhance productivity. |   |



| Refer to the <u>21st Century Life and Skills</u>  | Refer to the <u>NI Student Learning Standards</u><br><i>assignments/etc.</i>   |
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| <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p> | <p>Math: Map Skills, interpreting charts and graphs</p> <p>English: DBQ Writing, NISLS style writing, Primary/Secondary Source Analysis</p> <p>Art: Political Cartoons</p> |

| <b>Unit 5: World War I</b>   |   |   |   |
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| Content Standards  | Critical Knowledge & Skills<br>(“Unpacked” Standards)   | Content-Specific Practices<br>(when applicable)   | Standard Mastery Examples<br><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> |
| <p><b>6.1.12.A.7.a</b></p> <p>Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.</p> <p><b>6.1.12.A.7.b</b></p> <p>Evaluate the impact of government policies designed to promote patriotism and to protect</p> | <p>To what extent did the rise of Nationalism, and Militarism cause the start of WWI?</p> <p>When should the United States intervene in the affairs of another country?</p> | <p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and</p> | <p>WWI on the Home front</p> <p>DBQ</p> <p>Writing Prompt – Impact of</p>   |

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

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| <p>work force in large numbers during World War I.</p> <p><b>6.1.12.D.7.a</b></p> <p>Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.</p>  |  | <p>Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p> <p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p> | <p>Map Activity- WWI Alliances</p> <p>WWI DBQ</p> |
| <p><b>6.1.12.D.7.b</b></p> <p>Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.</p> <p><b>6.1.12.D.7.c</b></p> <p>Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.</p> | <p>Explain the economic impact of the war, from the perspective of US legislation.</p> |   |   |

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

| Unit 5 Suggested Modifications/Accommodations/Extension Activities   |  |  |
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| English Language Learners (ELL)<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>   | Special Education / 504<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>   | Gifted and Talented<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>   |
| a. Read written instructions<br>b. Students may be provided with note organizers/ study guides to reinforce key topics.<br>c. Model and provide examples<br>d. Extended time on assessments when needed.<br>e. Establish a non-verbal cue to redirect student when not on task.<br>f. Students may use a bilingual dictionary.<br>g. Pair Visual Prompts with Verbal Presentations<br>h. Highlight Key Words & Phrases | a. Students may be provided with note organizers / study guides to reinforce key topics.<br>b. Extended time on assessments when needed.<br>c. Preferred seating to be determined by student and teacher.<br>d. Provide modified assessments when necessary.<br>E. Student may complete assessments in alternate setting when requested. | a. Use of Higher Level Questioning Techniques<br>b. Extension/Challenge Questions<br>c. Provide Assessments at a Higher Level of Thinking<br>d. greatsocialstudies.com (Enrichment Activities) |

| Unit 5 Connections  |  |  |
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| NJSLS - Technology<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i>  | Career Readiness Practices<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i>   | Interdisciplinary Connections<br><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i> |
| 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.<br><br>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.<br><br>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.<br><br>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results. | CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP11. Use technology to enhance productivity. |  |

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| <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p> | <p>Math: Map Skills, interpreting charts and graphs</p> <p>English: DBQ Writing, NISLS style writing, Primary/Secondary Source Analysis</p> <p>Science: Study of technological advances during World War I</p> |
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| Unit 6: The Roaring 20's  |   |  |  |
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| Content Standards   | Critical Knowledge & Skills ("Unpacked" Standards)  | Content-Specific Practices (when applicable)   | Standard Mastery Examples<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>                     |
| <p><b>6.1.12.A.8.a</b><br/>Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.</p> | <p>Describe the clash that happens when rural and urban America start changing during this time period?</p> <p>How did the nativist point of view lead to a "red scare" in the United States?</p> | <p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> | <p>Primary Source Analysis – Flapper culture</p> <p>Advent of mass culture DBQ</p> <p>Writing Prompt – effects of consumer culture</p> |
| <p><b>6.1.12.A.8.b</b><br/>Compare and contrast the global marketing practices of United States factories and farms with American</p>   | <p>Should government intervene in</p>   |  |  |

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| <p>public opinion and government policies that favored isolationism.</p> <p><b>6.1.12.A.8.c</b><br/>Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.</p>                            | <p>disputes between labor and business?</p>   | <p>Individual/Group Presentations<br/>Document Based Question analysis and essays<br/>Written responses to queries<br/>Summary and Analysis of Videos/Documents/Films<br/>Summary and analysis of guest speakers</p>  |   |
| <p><b>6.1.12.C.8.a</b><br/>Analyze the push-pull factors that led to the Great Migration.</p> <p><b>6.1.12.C.8.b</b><br/>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.</p> | <p>Describe the technological advances that created social and cultural changes in the United States.</p> <p>What role did women play in America during and after WW I?</p> | <p>Annotations and close reading activities<br/>Classroom Discussions, Socratic seminars, and Debates<br/>Analysis of graphic organizers and notes<br/>Annotated Timelines<br/>Teacher and student led PowerPoint Presentations<br/>Class Trips to applicable historical sites/monuments<br/>Definitions of key terms and concepts<br/>Individual/Group Presentations<br/>Document Based Question analysis and essays<br/>Written responses to queries<br/>Summary and Analysis of Videos/Documents/Films<br/>Summary and analysis of guest</p> | <p>Class Debate: Prohibition</p> <p>DBQ On Women's Rights</p> |

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| <p><b>6.1.12.D.8.a</b><br/>Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.</p> | <p>What events led to the Great Migration?<br/><br/>To what extent did the United States undergo a cultural transformation in the 1920's?</p> | <p>speakers<br/><br/>Annotations and close reading activities<br/>Classroom Discussions, Socratic seminars, and Debates<br/>Analysis of graphic organizers and notes<br/>Annotated Timelines<br/>Teacher and student led PowerPoint Presentations<br/>Class Trips to applicable historical sites/monuments<br/>Definitions of key terms and concepts<br/>Individual/Group Presentations<br/>Document Based Question analysis and essays<br/>Written responses to queries<br/>Summary and Analysis of Videos/Documentaries/Films<br/>Summary and analysis of guest speakers</p> | <p>Roaring 20's DBQ<br/><br/>Great Migration DBQ<br/><br/>Harlem Renaissance Activity<br/><br/>Students will analyze primary and secondary sources that explore race, gender, and sexuality in the 1920s.</p> |
| <p><b>6.1.12.D.8.b</b><br/>Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.</p>                  | <p>How did the Harlem Renaissance affect American Culture?</p>  |  |   |

| Unit 6 Assessment Plan  |  |
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| <p><b>Formative Assessment</b><br/><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p> | <p><b>Summative Assessment</b><br/><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p> |

| Unit 6 Suggested Modifications/ Accommodations/ Extension Activities  |   |   |  |
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| <p><b>English Language Learners (ELL)</b><br/><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Read written instructions<br/>b. Students may be provided with note</p> | <p><b>Special Education / 504</b><br/><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> | <p><b>Gifted and Talented</b><br/><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques<br/>b. Extension/Challenge Questions</p> |  |

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| <p>organizers/ study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect student when not on task.</p> <p>f. Students may use a bilingual dictionary.</p> <p>g. Pair Visual Prompts with Verbal Presentations</p> <p>h. Highlight Key Words &amp; Phrases</p> | <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p> <p>E. Student may complete assessments in alternate setting when requested.</p> <p>f. Establish a non-verbal cue to redirect student when not on task.</p> | <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. greatsocialstudies.com (Enrichment Activities)</p> |
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**Unit 6 Connections**

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



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| <p>globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p> |  |
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| Unit 7: The Great Depression & the New Deal   |   |  |  |
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| Content Standards   | Critical Knowledge & Skills<br>(*Unpacked* Standards)   | Content-Specific Practices<br>(when applicable)  | Standard Mastery Examples<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| <p><b>6.1.12.D.9.b</b><br/>Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.</p> | <p>Describe how wealth inequality played in role in the Great Depression?</p> <p>How did the banking system and corporate America play a role in the causation of the Great Depression?</p> | <p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest</p> | <p>100 Days Quiz – FDR</p> <p>Class Debate- Social Programs</p>  |
| <p><b>6.1.12.A.10.a</b><br/>Evaluate the arguments regarding the role of the federal government during the New Deal era.</p>                          | <p>What key features in the New Deal allowed too much authority to the executive branch of the government?</p>  |  | <p>DBQ- Effects of Great Depression</p>  |

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

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| <p><b>6.1.12.D.10.d</b></p> <p>Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.</p> | <p>Describe the phases of FDR's New Deal programs.</p> | <p>Class Trips to applicable historical sites/monuments<br/>         Definitions of key terms and concepts<br/>         Individual/Group Presentations<br/>         Document Based Question analysis and essays<br/>         Written responses to queries<br/>         Summary and Analysis of Videos/Documents/Films<br/>         Summary and analysis of guest speakers</p> | <p>Class Debate: Impact of the New Deal</p> |
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| Unit 7 Assessment Plan   |   |
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| <p><b>Formative Assessment</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p> | <p><b>Summative Assessment</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p> |

| Unit 7 Suggested Modifications/Accommodations/Extension Activities  |  |   |
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| <p><b>English Language Learners (ELL)</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> <li>Read written instructions</li> <li>Students may be provided with note organizers/ study guides to reinforce key topics.</li> <li>Model and provide examples</li> <li>Extended time on assessments when needed.</li> <li>Establish a non-verbal cue to redirect student when not on task.</li> <li>Students may use a bilingual dictionary.</li> <li>Pair Visual Prompts with Verbal Presentations</li> <li>Highlight Key Words &amp; Phrases</li> </ol> | <p><b>Special Education / 504</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> <li>Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>Extended time on assessments when needed.</li> <li>Preferred seating to be determined by student and teacher.</li> <li>Provide modified assessments when necessary.</li> <li>Student may complete assessments in alternate setting when requested.</li> <li>Establish a non-verbal cue to redirect student when not on task.</li> </ol> | <p><b>Gifted and Talented</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> <li>Use of Higher Level Questioning Techniques</li> <li>Extension/Challenge Questions</li> <li>Provide Assessments at a Higher Level of Thinking</li> <li>greatsocialstudies.com (Enrichment Activities)</li> </ol> |

| Unit 7 Connections               |  |
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| <p><b>NJSLS - Technology</b></p> | <p><b>Career Readiness Practices</b></p> |

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| <p><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards</i></p>   | <p><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Career Readiness Practices</i></p>  |
| <p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> | <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> |
| <p><i>21st Century Skills</i></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills</i></p>  | <p><i>Interdisciplinary Connections</i></p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc. Refer to the NJ Student Learning Standards</i></p>   |
| <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>  | <p>Math: Map Skills, interpreting charts and graphs</p> <p>English: DBQ Writing, NJSLS style writing, Primary/Secondary Source Analysis</p> <p>Economics: Stock Market Activity</p>   |

**Unit 8: American Foreign Policy & WWII**

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

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

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

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| Unit 8 Assessment Plan  |  |   |
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| Formative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |  | Summative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,                       |  | Tests, Quizzes, Projects  |

| Unit 8 Suggested Modifications/Accommodations/Extension Activities   |   |  |
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| English Language Learners (ELL)<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>   | Special Education / 504<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  | Gifted and Talented<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>   |
| <ul style="list-style-type: none"> <li>a. Read written instructions</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>f. Students may use a bilingual dictionary.</li> <li>g. Pair Visual Prompts with Verbal Presentations</li> <li>h. Highlight Key Words &amp; Phrases</li> </ul> | <ul style="list-style-type: none"> <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 and teacher.</li> <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> | <ul style="list-style-type: none"> <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> <li>d. greatsocialstudies.com (Enrichment Activities)</li> </ul> |

| Unit 8 Connections   |  |   |
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| NJSLS - Technology<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i>   |  | Career Readiness Practices<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i>  |
| <p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> |  | <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management</p> <p>CRP1.1. Use technology to enhance productivity.</p> |



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| <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>   |  |
| <p><b>21st Century Skills</b><br/><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st-Century Life and Skills</i></p>   | <p><b>Interdisciplinary Connections</b><br/><i>When possible, provide links to specific ELA/ Math/ Sci/ SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> |
| <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p> | <p>Math: Map Skills, interpreting charts and graphs</p> <p>English: DBQ Writing, NISLS style writing, Primary/Secondary Source Analysis</p> <p>Science: Study of Technological Advances during WW II.</p>                |

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

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| <p>the Korean War, the Cuban Missile Crisis, and the Vietnam War.</p> <p><b>6.1.12.A.12.b</b><br/>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><b>6.1.12.B.12.a</b><br/>Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post-World War II period.</p> | <p>Evaluate the impact of the rebuilding of nations post-World War II.</p>   | <p>PowerPoint Presentations<br/>Class Trips to applicable historical sites/monuments<br/>Definitions of key terms and concepts<br/>Individual/Group Presentations<br/>Document Based Question analysis and essays<br/>Written responses to queries<br/>Summary and Analysis of Videos/Documents/Films<br/>Summary and analysis of guest speakers</p> | <p>1950's Newspaper Creation</p> <p>Red Scare Simulation</p>   |
| <p><b>6.1.12.C.12.a</b><br/>Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.</p> <p><b>6.1.12.C.12.c</b><br/>Analyze how scientific advancements impacted</p>  | <p>How did the Space Race impact our country?</p> <p>What were the effects of the U.S. economy changing over from a wartime economy to that of a</p> | <p>Annotations and close reading activities<br/>Classroom Discussions, Socratic seminars, and Debates<br/>Analysis of graphic organizers and notes<br/>Annotated Timelines<br/>Teacher and student led PowerPoint Presentations<br/>Class Trips to applicable historical sites/monuments<br/>Definitions of key terms and</p>                        | <p>Analysis of Primary Sources: Space Race</p> <p>Writing Prompt / Presentation -- U.S. reaction to global threat of Communism</p> |

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| <p>the national and global economies and daily life.</p> <p><b>6.1.12.C.12.d</b></p> <p>Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.</p>   | <p>consumer driven economy?</p>                                       | <p>concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>  |   |
| <p><b>6.1.12.D.12.b</b></p> <p>Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.</p>   | <p>How did nuclear weapons impact relationships between nations?</p>  | <p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p> | <p>Cold War Simulation</p> <p>Read/discuss passage about The Lavender Scare</p> |
| <p><b>6.1.12.D.12.c</b></p> <p>Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.</p> <p><b>6.1.12.A.13.b</b></p> <p>Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the</p> | <p>How did Supreme Court decisions affect Civil and Human rights?</p> |   | <p>Cold War Essay</p> <p>Cold War Group Presentation</p>                        |

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| <p>Equal Rights Amendment, Title VII, Title IX, Affirmative Action, <i>Brown v. Board of Education</i>, and <i>Roe v. Wade</i>) in promoting civil liberties and equal opportunities.</p>  |  |  |   |
| <p><b>6.1.12.B.13.a</b><br/>Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.</p> <p><b>6.1.12.C.13.a</b><br/>Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.</p> <p><b>6.1.12.C.13.b</b><br/>Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.</p> | <p>Why did people move from urban areas to the suburbs?</p> <p>How did people and organizations struggle for civil rights?</p> | <p>Annotations and close reading activities<br/>Classroom Discussions, Socratic seminars, and Debates<br/>Analysis of graphic organizers and notes<br/>Annotated Timelines<br/>Teacher and student led PowerPoint Presentations<br/>Class Trips to applicable historical sites/monuments<br/>Definitions of key terms and concepts<br/>Individual/Group Presentations<br/>Document Based Question analysis and essays<br/>Written responses to queries<br/>Summary and Analysis of Videos/Documents/Films<br/>Summary and analysis of guest speakers</p> | <p>Class Debate: Cities vs. Suburbs</p> <p>Peaceful Protest DBQ</p> |

| Unit 9: Assessment Plan   |  |   |
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| Formative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |  | Summative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,                       |  | Tests, Quizzes, Projects  |

| Unit 9 Suggested Modifications/ Accommodations/ Extension Activities   |   |  |
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| <b>English Language Learners (ELL)</b><br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  | <b>Special Education / 504</b><br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>   | <b>Gifted and Talented</b><br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  |
| a. Read written instructions<br>b. Students may be provided with note organizers/ study guides to reinforce key topics.<br>c. Model and provide examples<br>d. Extended time on assessments when needed.<br>e. Establish a non-verbal cue to redirect student when not on task.<br>f. Students may use a bilingual dictionary.<br>g. Pair Visual Prompts with Verbal Presentations<br>h. Highlight Key Words & Phrases | a. Students may be provided with note organizers / study guides to reinforce key topics.<br>b. Extended time on assessments when needed.<br>c. Preferred seating to be determined by student and teacher.<br>d. Provide modified assessments when necessary.<br>E. Student may complete assessments in alternate setting when requested.<br>f. Establish a non-verbal cue to redirect student when not on task. | a. Use of Higher Level Questioning Techniques<br>b. Extension/Challenge Questions<br>c. Provide Assessments at a Higher Level of Thinking<br>d. greatsocialstudies.com (Enrichment Activities) |

| Unit 9 Connections   |  |  |
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| <b>NISIS - Technology</b><br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i><br>Refer to the NJ Technology Standards   |  | <b>Career Readiness Practices</b><br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i><br>Refer to the NJ Career Readiness Practices   |
| 8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.<br><br>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.<br><br>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.<br><br>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 |  | CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP11. Use technology to enhance productivity. |

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| <p>results.</p>   |   |
| <p><b>21st Century Skills</b><br/><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the <u>21st Century Life and Skills</u></i></p>  | <p><b>Interdisciplinary Connections</b><br/><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NI Student Learning Standards</i></p> |
| <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p> | <p>Math: Map Skills, interpreting charts and graphs</p> <p>English: DBQ Writing, NJSLS style writing, Primary/Secondary Source Analysis</p>   |

| Unit 10: The New Frontier & the Great Society   |   |   |  |
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| Content Standards   | Critical Knowledge & Skills ("Unpacked" Standards)  | Content-Specific Practices (when applicable)  | Standard Mastery Examples<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| <p>6.1.12.A.13.c<br/>Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.</p> <p>6.1.12.B.13.b<br/>Evaluate the effectiveness of environmental</p> | <p>What were the social impacts of domestic legislation passed during the Kennedy administration?</p> | <p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> | <p>Civil Rights Dialogue Activity</p> <p>Civil Rights Silent Gallery</p>   |

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| <p>movements and their influence on public attitudes and environmental protection laws.</p> <p>6.1.12.C.13.c</p> <p>Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).</p> | <p>Explain the relationship between the adoption of the ideals behind the Great Society and the Civil Rights movement?</p>  | <p>Definitions of key terms and concepts<br/>Individual/Group Presentations<br/>Document Based Question analysis and essays<br/>Written responses to queries<br/>Summary and Analysis of Videos/Documents/Films<br/>Summary and analysis of guest speakers</p>  | <p>Civil Rights Timeline Project</p> <p>Class Discussion: To what extent was the movement for LGBT rights part of the broader movement for Civil Rights?</p> |
| <p>6.1.12.D.13.b</p> <p>Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.</p> <p>6.1.12.D.13.c</p> <p>Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil</p>        | <p>Describe key elements of legislation passed in the 1960's that directly affected African Americans.</p> <p>How did elements of legislation inspired by the Great Society play a role in improving education on a national level?</p> | <p>Annotations and close reading activities<br/>Classroom Discussions, Socratic seminars, and Debates<br/>Analysis of graphic organizers and notes<br/>Annotated Timelines<br/>Teacher and student led PowerPoint Presentations<br/>Class Trips to applicable historical sites/monuments<br/>Definitions of key terms and concepts<br/>Individual/Group</p> | <p>The Great Society DBQ</p> <p>Writing Prompt – Impact of Peaceful Protest on Social Changes</p> <p>Freedom Riders DBQ</p>                                  |

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| rights and equal opportunities. |  | Presentations<br>Document Based Question<br>analysis and essays<br>Written responses to queries<br>Summary and Analysis of<br>Videos/Documents/Films<br>Summary and analysis of guest speakers |  |
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| Unit 10 Assessment Plan   |  |
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| Formative Assessment  | Summative Assessment   |
| When possible, provide links to specific samples/ documents/ assignments/ etc.          | When possible, provide links to specific samples/ documents/ assignments/ etc. |
| Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides, | Tests, Quizzes, Projects   |

| Unit 10 Suggested Modifications/Accommodations/Extension Activities  |   |  |
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| English Language Learners (ELL)  | Special Education / 504   | Gifted and Talented  |
| When possible, provide links to specific samples/ documents/ assignments/ etc.   | When possible, provide links to specific samples/ documents/ assignments/ etc.  | When possible, provide links to specific samples/ documents/ assignments/ etc.   |
| 2. Read written instructions<br>b. Students may be provided with note organizers/ study guides to reinforce key topics.<br>c. Model and provide examples<br>d. Extended time on assessments when needed.<br>e. Establish a non-verbal cue to redirect student when not on task.<br>f. Students may use a bilingual dictionary.<br>g. Pair Visual Prompts with Verbal Presentations<br>h. Highlight Key Words & Phrases | a. Students may be provided with note organizers / study guides to reinforce key topics.<br>b. Extended time on assessments when needed.<br>c. Preferred seating to be determined by student and teacher.<br>d. Provide modified assessments when necessary.<br>E. Student may complete assessments in alternate setting when requested.<br>f. Establish a non-verbal cue to redirect student when not on task. | a. Use of Higher Level Questioning Techniques<br>b. Extension/Challenge Questions<br>c. Provide Assessments at a Higher Level of Thinking<br>d. greatsocialstudies.com (Enrichment Activities) |

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



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| <p>commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>   | <p>decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> |
| <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p> | <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>Music: Anti-Vietnam song study</p> <p>Art: Political Cartoons</p> <p>Math: Understanding the Electoral College</p>     |

| Unit 11: Nixon, Carter & the 1970's   |  |  |  |
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| Content Standards   | Critical Knowledge & Skills ("Unpacked" Standards)                 | Content-Specific Practices (when applicable)                               | Standard Mastery Examples<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| <p>6.1.12.D.12.d<br/>Compare and contrast American public support of the government and</p> | <p>How can public opinion of something cause political change?</p> | <p>Annotations and close reading activities<br/>Classroom Discussions,</p> |  |

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

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| <p>effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.</p> <p><b>6.1.12.A.14.d</b></p> <p>Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms</p> | <p>What is the government's role in creating a social safety net for citizens?</p> | <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p> | <p>Primary Sources Iran-Contra</p> |
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| Unit 11 Assessment Plan   |   | Unit 11 Assessment Plan   |   |
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| <p><b>Formative Assessment</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> | <p><b>Formative Assessment</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> | <p><b>Summative Assessment</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> | <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides, Tests, Quizzes, Projects</p> |

| Unit 11 Suggested Modifications/Accommodations/Extension Activities  |  |  |   |
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| <p><b>English Language Learners (ELL)</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> | <p><b>Special Education / 504</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> | <p><b>Gifted and Talented</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> | <p>a. Read written instructions</p> <p>b. Students may be provided with note organizers/ study guides to reinforce key topics.</p> <p>2. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> |

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| <ul style="list-style-type: none"> <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>f. Students may use a bilingual dictionary.</li> <li>g. Pair Visual Prompts with Verbal Presentations</li> <li>h. Highlight Key Words &amp; Phrases</li> </ul> | <ul style="list-style-type: none"> <li>c. Preferred seating to be determined by student and teacher.</li> <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> | <ul style="list-style-type: none"> <li>d. gearsocialstudies.com (Enrichment Activities)</li> </ul> |
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**Unit 1 Connections**

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

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

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| and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism. |  | ms<br>Summary and analysis of guest speakers |  |
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| Unit 12 Assessment Plan   |   | Unit 12 Assessment Plan   |   |
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| Formative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Formative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Summative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Summative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,                       | Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,                       | Tests, Quizzes, Projects  | Tests, Quizzes, Projects  |

| Unit 12 Suggested Modifications/ Accommodations/ Extension Activities  |   |  |  |
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| English Language Learners (ELL)<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>   | Special Education / 504<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  | Gifted and Talented<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>   |  |
| <ul style="list-style-type: none"> <li>a. Read written instructions</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>f. Students may use a bilingual dictionary.</li> <li>g. Pair Visual Prompts with Verbal Presentations</li> <li>h. Highlight Key Words &amp; Phrases</li> </ul> | <ul style="list-style-type: none"> <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 and teacher.</li> <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> | <ul style="list-style-type: none"> <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> <li>d. greatsocialstudies.com (Enrichment Activities)</li> </ul> |  |

| Unit 12 Connections   |  | Unit 12 Connections |  |
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| NJSLS - Technology<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i><br>Refer to the NJ Technology Standards                                     | NJSLS - Career Readiness Practices<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i><br>Refer to the NJ Career Readiness Practices  |                     |  |
| 8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. | CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP8. Utilize critical thinking to make sense of problems and persevere |                     |  |
| 8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.      |  |                     |  |

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| <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>   | <p>in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>   |
| <p style="text-align: center;"><b>21st Century Skills</b></p> <p style="text-align: center;"><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>  | <p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p style="text-align: center;"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> |
| <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p> | <p><b>Math: Map Skills, interpreting charts and graphs</b></p> <p><b>English: DBQ Writing, NJSLs style writing, Primary/Secondary Source Analysis</b></p>  |

