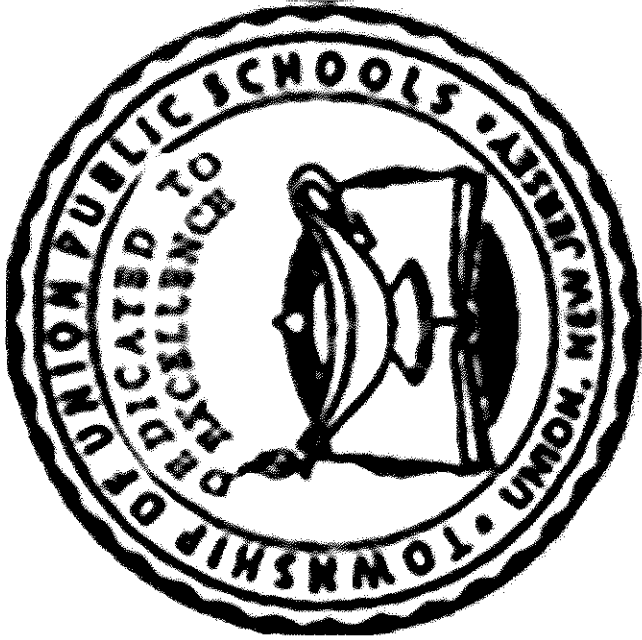


TOWNSHIP OF UNION PUBLIC SCHOOLS



United States History II
November 2017

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.

Statement of District Goals

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

Course Description

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

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

Recommended Resources

- <http://www.njamistadcurriculum.net/history/units>
- <http://www1.youseemore.com/TUPSD/databases.asp?SID=14>
- <http://online.salempress.com/home.do>
- <http://search.ebscohost.com/>

New Jersey Student Learning Standards for Social Studies

Social Studies

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Curriculum Units

Unit 1: World War I and the 1920's

Unit 2: The Great Depression

Unit 3: World War II and its Aftermath

Unit 4: The Cold War

Unit 5: The Civil Rights Movement

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

Pacing Guide - U.S.II

Unit 1: September – October

Unit 2: November – December

Unit 3: December – January

Unit 4: February-April

Unit 5: April-May

Unit 6: May-June

Unit 1: World War I and the 1920's

This unit begins in Europe, where combined forces of militarism, imperialism, nationalism, and an alliance system lead to World War I, into which a divided United States is drawn. WWI's effect on US politics and economy is analyzed, as well as domestic resentment and loyalties toward the warring nations. War's effects on civil liberties and social abuses are examined from the perspectives of social activists. The roles of women and minorities are explored, including resulting legislation addressing those groups' needs. American foreign policy is analyzed alongside the formation of a newly created League of Nations. Limits on immigration, labor reform, the growth of industry, cities, and superficial prosperity are followed to a tenuous peak.

Essential Questions	NJSLS Social Studies	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
Is it right for America to intervene in foreign conflicts?	6.1.12.A.7.a 6.1.12.A.7.b	Identify and explain long term causes and immediate circumstances that led to World War I.	Daily "Do Now" WWI alliance maps Weapons technology activities Trench warfare	Chapter 11 Test Writing assignments And DBQ responses Class activities

<p>When American lives are threatened, how should government respond?</p>	<p>6.1.12.A.7.c 6.1.12.C.7.a 6.1.12.C.7.b</p>	<p>Summarize battles and weapons used in WWI. Summarize U.S. public opinion about the war. Explain mobilization efforts and how WWI impacted people at home.</p>	<p>diagram WWI letters written from the front line WWI Propaganda Posters 1920's Magazine Project DBQ On Women's Rights DBQ On Prohibition Analyze the Scopes Trail Classroom Debate (Evolution v. Creationism)</p>	<p>Presentations of posters Map activities Primary and Secondary Source Analysis</p>
<p>Should America go to war to make the world "safe for democracy"?</p>	<p>6.1.12.D.7.a 6.1.12.D.7.b 6.12.D.7.c</p>	<p>Explain how the government promoted the war.</p>		
<p>As Americans leave the farms and small towns to take jobs in cities, how might their lives change?</p>	<p>6.1.12.A.8.a 6.1.12A.8.b</p>	<p>Summarize the social changes that affected African Americans and women. Analyze the consequences of</p>		
<p>Should government intervene in disputes between labor and business?</p>	<p>6.1.12.A.8.c 6.1.12.B.8.a 6.1.12.C.8.a</p>			

6.1.12.D.8.b

WWI from a national and global perspective.

Describe the post war conflicts between labor and management.

Summarize the impact of the automobile and other consumer goods on American life.

Explain in what ways the country's prosperity was superficial.

Identify the causes and results of the changing roles of women in the 1920's.

Describe the popular

		culture of the 1920's.	
		Describe the causes and affects of the migration of African Americans to Northern cities in the early 1900's.	

Assessments Linked to ELA Guidelines

Unit 1: World War I and the 1920's

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|---------------------------------------|-------------------|
| 1. Letters Written on the Front Lines | 6.W.1-10 |
| 2. 1920's Magazine Project | 6.W.1-10 |
| 3. DBQ – Woman's Rights | 6.RIT.1-10 |
| 4. DBQ – Prohibition | 6.RIT.1-10 |
| 5. Scopes Trial Class Debate | 6.SL.1-6 |

Key Vocabulary Terms

Unit 1 World War I and the 1920's

1. Nationalism
2. Militarism
3. Allies
4. Central Powers
5. Archduke Franz Ferdinand
6. No Man's Land
7. Trench warfare
9. Zimmerman Note
10. Eddie Rickenbacker
11. Selective Service Act
12. Convoy System
13. American Expeditionary Force
14. General John J. Pershing
15. Alvin York
17. Armistice
18. War Industries Board
19. Propaganda
20. Espionage and Sedition Act
21. Great Migration

Unit 2 The Great Depression

Underlying problems threatening the prosperous US economy are examined, and are traced up to the Stock Market Crash of 1929. Examined for its effect on public perspective of the law, and its impact on American culture, is the growth of organized crime as a product of the failed Prohibition Act of 1920. The shift from rural to urban living is seen in contrast to the expansion of America's prosperous cities. The clash between fundamentalism and secular science is examined to its culmination in the Scopes's Trial. Youth culture, Jazz music, sports, entertainment, and the arts, including a cultural renaissance among African American culture, and the evolved 1920's woman - the Flapper - are studied, with the decade culminating in the crash of 1929. The ensuing Great Depression of the 1930's is analyzed for its impact on agriculture, industry, banking, and life in rural and urban America. FDR's new deals are examined from the perspective of supporters and critics for their effects on banking, agriculture, labor, transportation, and other large business policies. Both New Deals are analyzed for their effects on various minority groups, including women.

Essential Questions	NJSL Social Studies	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What groups of people will be most hurt by the economic crash?</p> <p>What can unemployed and impoverished people do to help themselves and each other?</p> <p>What did the government do to help the American people?</p> <p>How were minority groups affected by the Great Depression and New Deal?</p>	<p>6.1.12.A.9.a</p> <p>6.1.12.B.9.a</p> <p>6.1.12.C.9.a</p> <p>6.1.12.C.9.b</p> <p>6.1.12.C.9.d</p> <p>6.1.12.D.9.a</p> <p>6.1.12.D.9.b</p> <p>6.1.12.A.10.b</p> <p>6.1.12.A.10.c</p>	<p>Summarize the critical problems threatening the American economy in the late 1920's.</p> <p>Describe the causes of the stock market crash and the Great Depression.</p> <p>Explain how the Great Depression affected the economy in the United States and throughout the world.</p> <p>Describe how people struggled during the depression.</p>	<p>Depression Children's Book Project</p> <p>Hobo Slang – students perform skits about life on the rails.</p> <p>New Deal Posters – students advocate for new deal programs</p> <p>Daily "Do Now" New Deal Charts</p> <p>New Deal - DBQ</p> <p>Class Debates – should government</p>	<p>Chapter 14 Test</p> <p>Chapter 15 Test</p> <p>Class debates</p> <p>Children's Book Project</p> <p>New Deal posters</p> <p>Shanty house project</p> <p>Writing activities</p> <p>Primary and Secondary Sources Analysis</p>

	<p>6.1.12.C.10.a</p> <p>6.1.12.D10.b</p> <p>6.1.12.D.10.c</p> <p>6.1.12.D.10.d</p>	<p>Explain how the Depression affected men, women, and children.</p> <p>Summarize the actions Hoover took to help the economy and the hardships suffered by Americans.</p> <p>Summarize the initial steps Roosevelt took to reform banking and finance.</p> <p>Describe New Deal Programs</p> <p>Identify critics of FDR's New Deal.</p> <p>Identify the Second</p>	<p>intervene in the financial market?</p> <p>Shanty House Project – students construct their own shanty house with materials found.</p>	
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New Deal programs aimed at assisting young people and professionals.

Summarize labor and economics reforms carried out under the Second New Deal.

Describe Roosevelt's attitude toward African Americans.

Identify some of the artists and writers of the New Deal era.

Assessments Linked to ELA Guidelines

Unit 2: The Great Depression

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|--------------------------------------------|-------------------|
| 1. Children's Story Book on the Depression | 6.W.1-10 |
| 2. Hobo Skits | 6.W.1-10 |
| 3. New Deal Posters | 6.RIT.1-10 |
| 4. DBQ – New Deal | 6.RIT.1-10 |
| 5. Financial Regulations Debate | 6.SL.1-6 |

Key Vocabulary Terms

Unit 2 The Great Depression

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|----------------------------|------------------------------------|-----------------------------------|
| 1. Price Support | 9. Shantytown | 17. Reconstruction Finance |
| 2. Credit | 10. New Deal | 18. Bonus Army |
| 3. Alfred E. Smith | 11. Bread line | 19. Franklin Delano Roosevelt |
| 4. Dow Jones | 12. Dust Bowl | 20. Federal Securities Act |
| Industrial Average | 13. Direct relief | 21. Agricultural Adjustment Act |
| 5. Speculation | 14. Herbert Hoover | 22. Works Progress Administration |
| 6. Buying on margin | 15. Boulder Dam | |
| 7. Great Depression | 16. Federal Home-
Loan Bank Act | |
| 8. Hawley-Smoot Tarrif Act | | |

Unit 3 World War II and its Aftermath

The rise of dictators in Europe and their strategic interests are examined, and contrasted with America’s policy of neutrality. Germany’s attack on Poland and the Nazi’s persecution of the Jews is analyzed, including the profound effect of the Holocaust on its survivors. US response to outbreak of war in Europe is studied up until the point of America’s entry into armed conflict with Germany. America’s response to the attack on Pearl Harbor is evaluated for its influence on the nation’s expansion of its armed forces. Analyzed is U.S. wartime mobilization of industry, labor, scientists, and the media. The Allies’ plan for winning the war, and the liberation of Europe are examined, including important turning points of the war in the Pacific. Development of, and debates over the use of the Atomic Bomb are analyzed, as well as economic and social changes brought by the war. Opportunities and discrimination experienced by African Americans and other minorities are scrutinized in terms of causes, effects, and lasting changes to American life.

Essential Questions	NJSLS Social Studies	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How might involvement in a	6.1.12.A.11.a	Examine the conflict over	Daily “Do Now” Writing Assignment	Chapter 16 Test

<p>large-scale war influence the United States?</p> <p>How can neutral countries participate in the affairs of warring countries?</p>	<p>6.1.12.A.11.b</p> <p>6.1.12.A.11.c</p> <p>6.1.12.11.d</p>	<p>strategic interests leading up to WWII.</p> <p>Explore the complexities of a policy of neutrality in wartime.</p>	<p>– news article on the War in Europe</p> <p>Newscast – interview with world leaders involved in the conflict.</p>	<p>Chapter 17 Test</p> <p>Newscast Project</p> <p>DBQ'S</p> <p>Writing Assignments</p>
<p>How can the government encourage businesses to convert to wartime production?</p>	<p>6.1.12.A.11.e</p>	<p>Describe the Blitzkrieg tactics Germany used against Poland.</p>	<p>Pearl Harbor DQB</p> <p>WWII Mobilization Posters</p> <p>Holocaust Diaries</p>	<p>WWII posters</p> <p>Holocaust diaries</p> <p>Classroom debates</p>
<p>What sacrifices will you and your family be willing to make?</p>	<p>6.1.12.C.11.a</p> <p>6.1.12.D.11.b</p>	<p>Explain the reasons behind the Nazis persecution of the Jews.</p>	<p>DBQ - Atomic Bomb</p> <p>Class debate – should the United States use the atomic bomb?</p>	<p>Primary and Secondary Source Analysis</p>
<p>How can the military attract recruits?</p>	<p>6.1.12.D.11.c</p>	<p>Identify and describe the profound effects of the Holocaust on survivors.</p>		

6.1.12D.11.e

Describe the U.S. response to the outbreak of war in Europe in 1939.

Summarize the events that brought the United States into armed conflict with Germany.

Describe the American response to the Japanese attack on Pearl Harbor.

Explain how the United States expanded its armed forces in WWII.

Describe the wartime

mobilization of industry, labor, scientists, and the media.

Summarize the Allies' plan for winning the war.

Describe the liberation of Europe.

Identify the key turning points in the war in the Pacific.

Summarize both the opportunities and discrimination African Americans and other minorities experienced during the war.

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Assessments Linked to ELA Guidelines

Unit 3: World War II and its Aftermath

1. News Article on War in Europe
2. Newscast World Leader Interview
3. WWII Mobilization Posters
4. DBQ – Pearl Harbor
5. Atomic Bomb Debate

- 6.W.1-10
- 6.SL.1-6
- 6.RIT.1-10
- 6.RIT.1-10
- 6.SL.1-6

Key Vocabulary Terms

Unit 3 World War II and its Aftermath

1. Josef Stalin
2. Totalitarianism
3. Benito Mussolini
4. Fascism
5. Adolph Hitler
6. Nazism
7. Francisco Franco
9. Neville Chamberlain
10. Winston Churchill
11. Appeasement
12. Nonaggression pact
13. *Blitzkrieg*
14. Charles de Gaulle
15. Holocaust
17. Genocide
18. Ghetto
19. Concentration Camp
20. Axis Powers
21. Allies
22. Hideki Tojo
23. D-Day

Unit 4 The Cold War

The unit begins with an examination of post-war differences in ideology and suspicion between the United States and the Soviet Union, leading to the Cold War. Containment is examined for its divisive effects on Europe, and the shaping of American foreign policy, including the Truman Doctrine and its achievements, and how each of these influenced US involvement in the Korean conflicts. Efforts to target and eliminate communism on a domestic scale are analyzed through the perspective of McCarthyism, the Red Scare, and their influence on American culture. Constitutional issues pertaining to war powers and American intervention through the lenses of Vietnam and past conflicts are examined. American support and resistance of the Vietnam conflict are analyzed and compared with those sentiments during past wars. The unit culminates in a study of the media's role in bringing the awareness of the American public to the issues, realities, and failures of the war.

Essential Questions	NJSL Social Studies	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What were the ideological differences between communism and capitalism?</p> <p>What caused the breakdown in relations between the United States and the Soviet Union after WWII?</p> <p>How did the United States attempt to contain communism?</p> <p>How did the United States investigate the loyalty of American citizens</p>	<p>6.1.12.A.12.a</p> <p>6.1.12.A.12.b</p> <p>6.1.12.B.12.a</p> <p>6.1.12.C.12.c</p> <p>6.1.12.C.12.d</p> <p>6.1.12.D.12.b</p>	<p>Analyze the ideological differences between the Soviet Union and the United States.</p> <p>Examine the conflicts intended to contain communism.</p> <p>Analyze the efforts to eliminate communism, including McCarthyism, and their effects on civil liberties.</p> <p>Evaluate the impact of the Great Society and the Warren</p>	<p>Students exchange letters written as Stalin and Truman</p> <p>McCarthyism Simulation</p> <p>Cuban Missile Crisis Simulation</p> <p>Containment Debates</p> <p>Containment DBQ</p>	<p>Chapter 18 Test</p> <p>Chapter 19 Test</p> <p>Chapter 20 Test</p> <p>Chapter 22 Test</p> <p>Letter Activity</p> <p>Simulations</p> <p>Debates</p> <p>DBQ Analysis</p> <p>Primary and Secondary Source Analysis</p>

<p>accused of communism?</p> <p>Where/How was the Cold War fought?</p>	<p>6.1.12.D.12.c</p> <p>6.1.12.D.12.d</p> <p>6.1.12.D.12.e</p>	<p>Court.</p> <p>Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.</p> <p>Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.</p> <p>Analyze the role that media played in bringing information to the American public and shaping</p>		
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		public attitudes toward the Vietnam War.		
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Assessments Linked to ELA Guidelines

Unit 4: The Cold War

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|---------------------------------------|-------------------|
| 1. Letters written as Stalin / Truman | 6.W.1-10 |
| 2. McCarthyism Simulation | 6.SL.1-6 |
| 3. Cuban Missile Crisis Simulation | 6.RIT.1-10 |
| 4. DBQ – Containment | 6.RIT.1-10 |
| 5. Containment Debate | 6.SL.1-6 |

Key Vocabulary Terms

Unit 4 The Cold War

1. United Nations
2. Satellite Nation
3. Containment
4. Iron Curtain
5. Cold War
6. Truman Doctrine
7. Marshall Plan
8. Berlin Airlift
9. North Atlantic-Treaty Organization (NATO)
10. Chiang Kai-shek
11. Mao Zedong
12. Taiwan
13. 38th Parallel
14. Korean War
15. HUAC
16. Hollywood Ten
17. Blacklist
18. Alger Hiss
19. McCarthyism / Joseph McCarthy
20. Brinkmanship
21. Flexible response
22. Limited Test Ban Treaty
23. Ho Chi Minh
24. Geneva Accords

Unit 5 The Civil Rights Movement

This unit analyzes the policies, perceptions, and legislation regarding segregation across all areas of life as they existed in 1950's America. Causes, agendas, and ideology leading up the Civil Rights movement are analyzed, including measures taken to establish economic and social leverage. The spectrum of demonstrations from peaceful to militant is examined for their effectiveness through unifying or inflammatory rhetoric. Success and failure through the lenses of both peaceful and violent measures of protest are evaluated. The Montgomery boycott is examined for its economic and social effect through the various lenses of those who perceived them at the time, and in retrospect. The unit concludes by analyzing the nation's varying rates of response to the movement's goals.

Essential Questions	NJSLS Social Studies	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How did legalized segregation deprive African Americans of their rights as citizens? What tactics did the	6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil	<i>Brown v. Board of Education</i> Analysis Write, design, and act in a movie about	Chapter 21 Test Writing Assignments Primary Sources Analysis

<p>Civil Rights movement to secure rights for African Americans, women, Latinos, and Native Americans use?</p> <p>What were the accomplishments of the Civil Rights movement?</p> <p>What are the challenges that were not solved during the Civil Rights movement?</p>	<p>6.1.12.A.13.c</p> <p>6.1.12.B.13.a</p> <p>6.1.12.C.13.a</p> <p>6.1.12.C.13.c</p> <p>6.1.12.D.13.a</p> <p>6.1.12.D.13.b</p> <p>6.1.12.D.13.c</p>	<p>liberties and equality.</p> <p>Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights.</p> <p>Evaluate the causes and ideology of the Civil Rights movement.</p> <p>Relate the role of America's dependence on foreign oil to its economy and foreign policy.</p> <p>Assess economic priorities related to international and</p>	<p>the civil rights movement</p> <p>Write an "I have a dream" speech</p> <p>Debates – civil rights from a state vs. federal perspective</p> <p>Freedom Riders DBQ</p> <p>Montgomery Bus Boycott DBQ</p>	<p>Class Debates</p> <p>DBQ Analysis</p>
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6.1.12.D.13.e

domestic needs, as reflected in the national budget.

Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from enacting too much power during contemporary times.

Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

Assessments Linked to ELA Guidelines

Unit 5: The Civil Rights Movement

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|----------------------------------------------------------------|-------------------|
| 1. <i>Brown v Board of Education</i> - primary source analysis | 6.RIT.1-10 |
| 2. MLK speech – creative writing | 6.SL.1-6 |
| 3. DBQ – Freedom Riders | 6.RIT.1-10 |
| 4. DBQ – Montgomery Bus Boycott | 6.RIT.1-10 |
| 5. Federal vs. State Debate | 6.SL.1-6 |

Key Vocabulary Terms

Unit 5 The Civil Rights Movement

1. Thurgood Marshall
2. *Brown v. Board of Education*
3. Martin Luther King Jr.
4. Southern Christian Leadership Conference
5. Sit-in
6. Freedom Riders
7. Civil Rights Act of 1964
8. De Facto Segregation
9. Nation of Islam
10. Black Power
11. Black Panthers
12. Affirmative Action
13. Civil Rights Act of 1968

Unit 6 American Imperialism and WWI

America's economy runs on foreign oil; which dictates its economic policies as well. Budgetary policies reflect needs home and abroad. The constitution's built-in balance of power system is examined in a contemporary light, and the state of the economy is examined as a reflection of the struggles among political parties. The Reagan administration is analyzed as a resurgence of conservative values changes the social and economic landscape of the nation. The national is then catapulted into the 21st century as an age of terrorism changes the way the United States as well as the world approaches social, cultural, and economic norms.

Essential Questions	NJSLS Social Studies	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How did the Nixon administration effect the political, social, and economic situation during the 1970's and beyond? Why was there a resurgence of	6.1.12.A.13.b, 6.1.12.B.13.a,	Relate the role of America's dependence on foreign oil to its economy and foreign policy. Assess economic priorities related to	1970's challenge-relay race, poster contest, song contest, and Q&A. Student created board games to	Chapter 24 Test Chapter 25 Test Relay race Poster contest

<p>conservative values in the 1980's?</p> <p>How did the Clinton administration effect the political, social, and economic situation during the 1990's and beyond?</p> <p>How have the terrorist attacks changed our nation?</p>	<p>6.1.12.C.13.a, 6.1.12.C.13.c, 6.1.12.D.13.a, 6.1.12.D.13.c, 6.1.12.D.13.e</p>	<p>international and domestic needs, as reflected in the national budget.</p> <p>Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from enacting too much power during contemporary times.</p> <p>Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.</p>	<p>teach/learn about the 1980's and 90's.</p> <p>Debates –fossil fuels vs. green energy.</p> <p>Reagan Administration DBQ</p>	<p>Song contest</p> <p>Board game activity</p> <p>Debates</p> <p>Primary and Secondary Source analysis</p>
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Assessments Linked to ELA Guidelines

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

1. 1970's Challenge
2. 1980's / 90's Board Game
3. DBQ – Reagan Administration
4. Age of Terrorism analysis
5. Fossil Fuels vs. Green Energy Debate

- 6.SL.1-6
- 6.SL.1-6
- 6.RIT.1-10
- 6.RIT.1-10
- 6.SL.1-6

Key Vocabulary Terms

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

1. Family Assistance Plan
2. Richard Nixon
3. Stagflation
4. OPEC
5. New Federalism
6. Impeachment
7. Watergate
8. John Mitchell
9. Jimmy Carter
10. National Energy Act
11. Camp David Accords
12. Environmental Protection Agency
13. Ronald Reagan
14. Moral Majority

Social Studies Skills Table

Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Social Studies Skill	Grades 9-12
Chronological Thinking	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
Spatial Thinking	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape. Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena

	<p>Relate current events to the physical and human characteristics of places and regions.</p>
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	<p>Distinguish valid arguments from false arguments when interpreting current and historical events.</p>
	<p>Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.</p>
	<p>Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.</p>
<p>Presentational Skills</p>	<p>Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.</p>
	<p>Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consideration appropriate use of language for task and audience.</p>

New Jersey Student Learning Standards
Social Studies

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

New Jersey Core Curriculum Content Standards Language Arts

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

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

Standard 6.W.1-10 (Writing)

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

Standard 6.L.1-6 (Language)

Resource Links

- National Geographic
- <http://www.nationalgeographic.com/>
- History.com
- <http://www.history.com/>
- History Net
- <http://www.historynet.com/>
- US Census
- https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html
- US Constitution.net
- <http://constitutionus.com/>
- primarysource.org
- <https://www.primarysource.org/>
- history news network.org
- <http://historynewsnetwork.org/>
- Smithsonian channel
- <https://www.smithsonianchannel.com/>

- National Archives
- <https://www.archives.gov/>
- Amistad Curriculum
- www.njamistadcurriculum.com/
- Caring Makes a Difference: Holocaust Curriculum
- www.state.nj.us/education/holocaust/curriculum/
- CNN Student News
- <http://www.cnn.com/cnn10>
- Danzer, Klor De Alva, Wilson, Woloch. *The Americans: Reconstruction to the 21th Century*. Evanston , IL: Mcdougall Littell.
- Google Earth
- <http://www.google.com/earth/index.html>
- I Civics
- <https://www.icivics.org/>
- TimeLinks website
- <https://connected.mcgraw-hill.com/connected/login.do>