

# United States History II

## **Unit I:** The 1920s, The Great Depression and New Deal (1920-1941)

### **Stage 1: Desired Results**

#### **Standards & Indicators:**

##### **Era 8. The Emergence of Modern America: Roaring Twenties (1890–1930)**

The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.

##### **Era 9. The Great Depression and World War II: The Great Depression (1929–1945)**

The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.

##### **Era 10. The Great Depression and World War II: New Deal (1929–1945)**

Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy.

#### **CURRICULUM STANDARDS**

6.1.12.HistoryCC.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.

6.1.12.EconNE.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.

6.1.12.EconNE.10.b: Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.

6.1.12.EconNE.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.

6.1.12.EconET.8.a: 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.

6.1.12.EconNM.8.a: Analyze the push-pull factors that led to the Great Migration.

6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.

6.1.12.History CC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.

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6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

6.1.12.EconNE.9.a: Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).

6.1.12.EconNE.9.b: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.

6.1.12.EconNE.9.c: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.

6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).

6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.

6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.

6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.

6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

6.1.12.CivicsPR.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).

6.1.12.GeoHE.10.a: Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.

6.1.12.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

6.1.12.EconoNM.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.

6.1.12.EconoNM.10.b: Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.

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<p>6.1.12.HistoryCA.10.a: Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).</p> <p>6.1.12.HistoryCA.10.b: Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.</p> <p>6.1.12.HistoryCA.10.c: Analyze how other nations responded to the Great Depression.</p>		
<b>Career Readiness, Life Literacies and Key Skills</b>		
<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.	With a growth mindset, failure is an important part of success.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.	Media have embedded values and points of view.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.	Digital tools differ in features, capacities, and styles.

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9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	Knowledge of different digital tools is helpful in selecting the best tool for a given task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.	
<b><u>Central Idea/Enduring Understanding:</u></b> <ul style="list-style-type: none"> <li>Governments and financial institutions influence monetary and fiscal policies.</li> <li>There are multiple and complex causes and effects of historical events.</li> <li>Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</li> <li>Cultures are held together by shared beliefs and common practices and values.</li> <li>Changes in a nation's economy can directly affect its citizens both positively and negatively.</li> <li>People engage in politics to solve problems in their society.</li> </ul>		<b><u>Essential/Guiding Question:</u></b> <ol style="list-style-type: none"> <li>How was social and economic life different in the early twentieth century from that of the late nineteenth century?</li> <li>How has the cultural identity of the United States changed over time?</li> <li>What causes changes in the economy over time?</li> <li>How do depressions affect societies?</li> <li>Can the government fix the economy?</li> <li>Is government responsible for the economic well-being of its citizens?</li> </ol>
<b><u>Content:</u></b> <ol style="list-style-type: none"> <li>The U.S. economic policies of the 1920s.</li> <li>How the new consumer society of the 1920s affected Americans.</li> <li>The effect of nativism on American society during this decade.</li> <li>How the popular culture of the 1920s and the emergence of mass media affected American society.</li> <li>How speculation caused the stock market to fail.</li> <li>How the events of the stock market crash affected the entire nation, not just Wall Street.</li> <li>The effects of the Great Depression on the American people.</li> </ol>		<b><u>Skills(Objectives):</u></b> <ol style="list-style-type: none"> <li>Analyze primary sources including written text in order to draw conclusions about President Coolidge's views on wealth.</li> <li>Evaluate primary source materials including visuals to learn how the car changed America.</li> <li>Analyze information about European immigration provided in graphs.</li> <li>Identify the main characteristics of art, literature, and popular culture of the era.</li> <li>Interpret maps to understand the Great Migration.</li> <li>Interpret charts to understand the causes of the collapse of the economy during the Depression.</li> <li>Evaluate primary source materials including visuals.</li> <li>Categorize the initiatives Hoover instituted in response to the Depression, and describe their results.</li> </ol>

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<ol style="list-style-type: none"> <li>8. How art and entertainment affected Americans' lives during the Depression.</li> <li>9. The effects of the Dust Bowl and "Okie" migration.</li> <li>10. What President Hoover did to promote recovery.</li> <li>11. How citizens reacted to Hoover's recovery efforts.</li> <li>12. The First New Deal programs for reforming the financial system, raising agricultural prices, and promoting industrial recovery.</li> <li>13. The political pressures Roosevelt faced from the left and the right, and how he responded to their criticisms.</li> <li>14. The groups that composed the New Deal coalition and the reasons for their allegiance.</li> <li>15. Why Roosevelt decided to introduce new legislation to fight the Depression.</li> <li>16. How the Wagner Act and the Social Security Act affected Americans.</li> </ol>	<ol style="list-style-type: none"> <li>9. Interpret maps to understand the benefits of the Tennessee Valley Authority.</li> <li>10. Read and analyze primary sources to interpret the significance of Roosevelt's first Inaugural Address.</li> <li>11. Compare and contrast key acts passed by Congress such as the First New Deal and the Second New Deal.</li> <li>12. Interpret primary source materials including political cartoons to learn about FDR's court-packing plan.</li> </ol>
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### Interdisciplinary Connections:

**-Reading Informational Text:** Close Reading of Text, Central Ideas of Text, Interactions Among Text Elements, Text Structure, Perspective and Purpose in Texts, Diverse Media and Formats, Analysis of an Argument, Comparison of Text

**-Writing:** Argumentative Writing, Informative and Explanatory Writing, Writing Research, Sources of Evidence

**-Arts:** Students will compile a portfolio of music, art, and literature that adequately portrays the culture of the 1920s vs the 1930s.

## Stage 2: Assessment Evidence

### Performance Task(s):

End of Unit Common Assessment

### Other Evidence:

End-of-unit or chapter tests that assess key learning outcomes

Presentations

Research Projects

Writing

- Argumentative
- Informative/Explanatory
- Narrative

Digital Portfolios

Debates

Group and Individual Projects

Small Groups

Interviews

Classroom Interaction

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	Simulations Minute Paper One Sentence Summary Pro-Con Grid Student generated Test Questions Goal Ranking Process Analysis Chain Notes Group Work Evaluations
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### Stage 3: Learning Plan

<u><b>Learning Opportunities/Strategies:</b></u> Jigsaw KWL Charts Reflection and Response Socratic Seminar Think-Pair-Share Academic vocabulary and language Cooperative learning Debate Direct instruction Current Events Document based questions Effective Questioning Flexible/strategic grouping Formative/Strategic grouping Graphic organizers Homework and practice Identifying similarities and differences Integration of content area Lecture Modeling Note Taking Project based learning Reciprocal Teaching Summarizing	<u><b>Resources:</b></u> <ol style="list-style-type: none"> <li>1. <a href="#">GLSEN Educator Resources</a></li> <li>2. <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>3. <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>4. <a href="#">Learning for Justice</a></li> <li>5. <a href="#">Facing History &amp; Ourselves</a></li> </ol> <b>Required Primary/Secondary Resources:</b> <ul style="list-style-type: none"> <li>• “Let America be America Again” by Langston Hughes</li> <li>• 18th and 21st Amendments</li> <li>• Various photos of American living during the Great Depression</li> <li>• FDR’s inaugural address</li> <li>• “Brother, Can You Spare a Dime?”</li> </ul>
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#### **Differentiation**

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
*Identify an author’s position and provide evidence to support this viewpoint in essay form	*Visual learners create a graphic organizer of the topic.	*Offer alternate assessments/assignments  *Allow auditory learners to listen to audio books.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504

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<p>*Create a PowerPoint/Prezi presentation summarizing the lesson or introducing a topic</p> <p>*Think of a situation that happened to a character in history and a present different outcome.</p> <p>*Use of multiple texts, supplementary materials and computer programs</p> <p>*Independent and small group projects chosen by students based on interest</p> <p>*Student centered activities with the teacher as a guide</p> <p>*Use of Jigsaw</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Think, Pair, Share</p> <p>*Carousel activity to review or introduce material</p> <p>*Digital Portfolios for Essay Writing</p> <p>*Google Classroom</p>	<p>*Auditory learners give an oral report.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Use of student created charts and models</p> <p>*Varying sets of reading comprehension questions to answer for a given chapter</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Learning activities in small groups, which are designed around student strengths and weaknesses so that they can tutor each other.</p> <p>*Think, Pair, Share</p> <p>*Excel charts to compile information</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Visual learners create a graphic organizer of the topic.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Allow students to read individually if preferred.</p> <p>*Have students define terms with pictures rather than words.</p> <p>*Supply notetaking organizers and peer buddies</p> <p>*Supply highlighted texts &amp; worksheets</p> <p>*Think, Pair, Share</p> <p>*Allow for individual, partner or group work</p> <p>*Carousel activity to review or introduce material</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in complete work</p> <p>*EdPuzzle</p>	<p>Plan or IEP. These might include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● breaking assignments into smaller tasks,</li> <li>● giving directions through several channels (auditory, visual</li> <li>● kinesthetic, model), and/or small group instruction for reading/writing</li> </ul> <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>● Extended time</li> <li>● Provide visual aids</li> <li>● Repeated directions</li> <li>● Differentiate based on proficiency</li> <li>● Provide word banks</li> <li>● Allow for translators, dictionaries</li> </ul>
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# United States History II

*Google docs to turn in and complete work			
*EdPuzzle			

## Unit II: WWII and Postwar America (1939-1960)

### Stage 1: Desired Results

#### Standards & Indicators:

#### **Era 11. The Great Depression and World War II: World War II (1929–1945)**

The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.

#### **Era 12. Postwar United States: Cold War (1945 to early 1970s)**

Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years

#### **CURRICULUM STANDARDS**

6.1.12.HistoryUP.11.a: 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.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

6.1.12.EconGE.12.a: Assess the impact of agricultural innovation on the world economy.

6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.

6.1.12.CivicsHR.11.a: 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.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

6.1.12.EconET.11.a: Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.

6.1.12.EconNM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.



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- 6.1.12.HistoryCC.11.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- 6.1.12.HistoryCA.11.a: Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
- 6.1.12.HistoryCA.11.b: Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).
- 6.1.12.HistoryCC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
- 6.1.12.HistoryCC.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.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
- 6.1.12.EconNE.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
- 6.1.12.EconNE.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
- 6.1.12.EconNE.12.a: Assess the impact of agricultural innovation on the world economy.
- 6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- 6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- 6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.
- 6.1.12.HistoryCC.12.e: 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.HistorySE.12.a: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.	With a growth mindset, failure is an important part of success.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.	Media have embedded values and points of view.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.	
<b>Central Idea/Enduring Understanding:</b> <ul style="list-style-type: none"> <li>Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions,</li> </ul>		<b>Essential/Guiding Question:</b> <ol style="list-style-type: none"> <li>Could World War II have been prevented?</li> <li>Why do some people fail to respond to injustice while others try to prevent injustice?</li> </ol>

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<p>and the ability to distribute goods and services safely.</p> <ul style="list-style-type: none"> <li>• To better understand the historical perspective, one must consider historical context.</li> <li>• Leaders can bring about change in society.</li> <li>• Disputes over ideas, resources, values, and politics can lead to change.</li> <li>• Countries are affected by their relationships with each other.</li> <li>• The movement of people, goods, and ideas causes societies to change over time.</li> </ul>	<ol style="list-style-type: none"> <li>3. What kind of sacrifices does war require?</li> <li>4. How did the Cold War shape postwar international relations?</li> <li>5. How did Cold War tensions affect American society?</li> <li>6. How does prosperity change the way people live?</li> </ol>
<p><b><u>Content:</u></b></p> <ol style="list-style-type: none"> <li>1. How new dictatorships and militaristic expansion in the interwar years led to global warfare.</li> <li>2. The purpose of the Munich Conference and be able to explain the policy of appeasement.</li> <li>3. How the experiences of the United States in World War I influenced reactions to military aggression in the 1930s.</li> <li>4. the significance of Pearl Harbor and the declaration of war against Japan.</li> <li>5. The reasons behind the persecution of Jews during the 1930s.</li> <li>6. The events of the Holocaust and the atrocities committed against Europe's Jews.</li> <li>7. How the government mobilized the economy, financed the war, and later stabilized the wartime economy.</li> <li>8. The military strategies, including firebombing, used to end the war with Japan.</li> <li>9. The decisions made by President Truman during the first years of the Cold War.</li> <li>10. The theory of containment and how it influenced U.S. foreign policy.</li> <li>11. The impact of the Red Scare on Cold War America.</li> <li>12. The reasons Eisenhower used massive retaliation and brinkmanship to maintain peace.</li> <li>13. Details of Truman's legislative agenda and how it affected the nation.</li> <li>14. Why the U.S. economy experienced an economic boom during the 1950s.</li> </ol>	<p><b><u>Skills(Objectives):</u></b></p> <ol style="list-style-type: none"> <li>1. Analyze primary sources to build understanding of the Holocaust.</li> <li>2. Analyze statistical information showing how the U.S. economy performed during the war.</li> <li>3. Interpret maps in order to understand which countries controlled different regions of Germany.</li> <li>4. Interpret graphs to make predictions about the geographic distributions of aid to Europe under the Marshall Plan.</li> <li>5. Use a decision-making process by reading about the Berlin Airlift operation.</li> <li>6. Analyze primary sources to build understanding of the historical period as pertains to Joseph McCarthy and his claims of communism in the State Department.</li> <li>7. Compare and contrast information about political leaders such as the military policies of Eisenhower and Truman.</li> <li>8. Read and analyze primary sources including written texts such as Truman's State of the Union address.</li> <li>9. Analyze and evaluate information on the baby boom provided in graphs.</li> <li>10. Analyze statistical information about Native Americans.</li> </ol>

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<p>15. The groups and regions of the nation that experienced higher levels of poverty than the rest of the country during the 1950s.</p>	
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### Interdisciplinary Connections:

**-Reading Informational Text:** Close Reading of Text, Central Ideas of Text, Interactions Among Text Elements, Text Structure, Perspective and Purpose in Texts, Diverse Media and Formats, Analysis of an Argument, Comparison of Text

**-Writing:** Argumentative Writing, Informative and Explanatory Writing, Writing Research, Sources of Evidence

**-Math:** Students will analyze numerical data charts comparing the allied and axis populations, and military capacity upon entering WWII.

## Stage 2: Assessment Evidence

### Performance Task(s):

End of Unit Common Assessment

### Other Evidence:

End-of-unit or chapter tests that assess key learning outcomes

Presentations

Research Projects

Writing

- Argumentative
- Informative/Explanatory
- Narrative

Digital Portfolios

Debates

Group and Individual Projects

Small Groups

Interviews

Classroom Interaction

Simulations

Minute Paper

One Sentence Summary

Pro-Con Grid

Student generated Test Questions

Goal Ranking

Process Analysis

Chain Notes

Group Work Evaluations

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

Jigsaw

KWL Charts

Reflection and Response

Socratic Seminar

Think-Pair-Share

### Resources:

1. [GLSEN Educator Resources](#)
2. [Supporting LGBTQIA Youth Resource List](#)
3. [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

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Academic vocabulary and language Cooperative learning Debate Direct instruction Current Events Document based questions Effective Questioning Flexible/strategic grouping Formative/Strategic grouping Graphic organizers Homework and practice Identifying similarities and differences Integration of content area Lecture Modeling Note Taking Project based learning Reciprocal Teaching Summarizing	4. <a href="#">Learning for Justice</a> 5. <a href="#">Facing History &amp; Ourselves</a>  <b>Required Primary/Secondary Resources:</b> <ul style="list-style-type: none"><li>● <b>War Industries Board Posters/Images</b></li><li>● <b>Map depicting occupation zones of Germany after WWII</b></li><li>● <b>Various images from the NJ Commission on Holocaust Education</b></li><li>● <b>Executive Order 9066</b></li><li>● <i><b>Korematsu vs United States</b></i></li><li>● <b>Churchill’s “Iron Curtain” speech</b></li><li>● <b>Redlining Maps</b></li></ul>		
<b><a href="#">Differentiation</a></b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
*Identify an author’s position and provide evidence to support this viewpoint in essay form  *Create a PowerPoint/Prezi presentation summarizing the lesson or introducing a topic  *Think of a situation that happened to a character in history and a present different outcome.  *Use of multiple texts, supplementary materials and computer programs	*Visual learners create a graphic organizer of the topic.  *Auditory learners give an oral report.  *Break some students into reading groups to discuss the assignment.  *Use of student created charts and models  *Varying sets of reading comprehension questions to answer for a given chapter  *Adaptive assessments that get easier or harder depending on how a student is performing.  *Learning activities in small groups, which are	*Offer alternate assessments/assignments  *Allow auditory learners to listen to audio books.  *Visual learners create a graphic organizer of the topic.  *Break some students into reading groups to discuss the assignment.  *Allow students to read individually if preferred.  *Have students define terms with pictures rather than words.  *Supply notetaking organizers and peer buddies	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: <ul style="list-style-type: none"><li>● breaking assignments into smaller tasks,</li><li>● giving directions through several channels (auditory, visual</li><li>● kinesthetic, model), and/or small group instruction for reading/writing</li></ul> ELL supports should include, but are not limited to, the following: <ul style="list-style-type: none"><li>● Extended time</li><li>● Provide visual aids</li><li>● Repeated directions</li><li>● Differentiate based on</li></ul>

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<p>*Independent and small group projects chosen by students based on interest</p> <p>*Student centered activities with the teacher as a guide</p> <p>*Use of Jigsaw</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Think, Pair, Share</p> <p>*Carousel activity to review or introduce material</p> <p>*Digital Portfolios for Essay Writing</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>designed around student strengths and weaknesses so that they can tutor each other.</p> <p>*Think, Pair, Share</p> <p>*Excel charts to compile information</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Supply highlighted texts &amp; worksheets</p> <p>*Think, Pair, Share</p> <p>*Allow for individual, partner or group work</p> <p>*Carousel activity to review or introduce material</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in complete work</p> <p>*EdPuzzle</p>	<p>proficiency</p> <ul style="list-style-type: none"> <li>● Provide word banks</li> <li>● Allow for translators, dictionaries</li> </ul>
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### Unit III: Cold War Foreign and Domestic Policies and Civil Rights (1960-1980)

#### Stage 1: Desired Results

##### Standards & Indicators:

##### **Era 12. Postwar United States: Cold War (1945 to early 1970s)**

Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.

##### **Era 13. Postwar United States: Civil Rights and Social Change (1945 to early 1970s)**

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The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.

### **Era 14. Contemporary United States: Domestic Policies (1970–Today)**

Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

### **CURRICULUM STANDARDS**

6.1.12.HistoryCC.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.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.

6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.

6.1.12.EconNE.13.c: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).

6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., *Hedgepeth* and *Williams v. Trenton Board of Education*), and New Jersey's laws in eliminating segregation and discrimination.

6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (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*).

6.1.12.GeoPP.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.

6.1.12.GeoPP.13.b: Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.

6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.

6.1.12.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.

6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).

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6.1.12.EconNE.13.a: Evaluate the effectiveness of economic policies that sought to combat postWorld War II inflation.

6.1.12.EconNE.13.b: 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).

6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.

6.1.12.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.

6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.

6.1.12.HistoryCC.13.d: 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.

6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.

6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.

6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.

6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

6.1.12.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.

6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.



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6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.		
<b>Career Readiness, Life Literacies and Key Skills</b>		
<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.	With a growth mindset, failure is an important part of success.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.	Media have embedded values and points of view.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	Collaborative digital tools can be used to access,

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9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.	record and share different viewpoints and to collect and tabulate the views of groups of people.
<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <ul style="list-style-type: none"> <li>● Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</li> <li>● Governments and financial institutions influence monetary and fiscal policies.</li> <li>● The struggle for individual rights and equality often shapes a society's politics.</li> <li>● Countries are affected by their relationship with each other.</li> </ul>		<p><b><u>Essential/Guiding Question:</u></b></p> <ol style="list-style-type: none"> <li>1. Can government fix society's problems?</li> <li>2. How do you think Presidents Kennedy and Johnson changed American society?</li> <li>3. Why do you think the civil rights movement made gains in postwar America?</li> <li>4. What motivates a society to make changes?</li> <li>5. How does military conflict divide people within cultures?</li> <li>6. Should citizens support the government during wartime?</li> <li>7. What did students, women, and Latinos learn from the civil rights movement and apply to their protest actions?</li> <li>8. How has society changed for students, women, and Latinos?</li> </ol>
<p><b><u>Content:</u></b></p> <ol style="list-style-type: none"> <li>1. The importance of the Warren Court rulings and how they dramatically reshaped U.S. politics and society.</li> <li>2. The foreign policy crises faced by the Kennedy administration such as the Bay of Pigs invasion, the construction of the Berlin Wall, and the Cuban missile crisis.</li> <li>3. The reasons for Johnson's War on Poverty and the successes and failures of those programs.</li> <li>4. The reasons for nonviolent, passive resistance and how it helped to challenge segregation and racism.</li> <li>5. Why the Civil Rights Act of 1964 and the Voting Rights Act of 1965 were considered turning points in the civil rights movement.</li> <li>6. That even though political gains were achieved during this time, many African Americans still faced economic inequality.</li> <li>7. How the United States became involved in France's conflict with Vietnam.</li> <li>8. How American involvement in Vietnam changed during the Kennedy and Johnson administrations.</li> <li>9. Why the United States military could not quickly defeat the North Vietnamese forces.</li> </ol>		<p><b><u>Skills(Objectives):</u></b></p> <p>Analyze and evaluate information provided in charts in order to explain the effects of the Warren Court rulings.</p> <ol style="list-style-type: none"> <li>1. Interpret maps to understand the Bay of Pigs invasion during the Cuban missile crisis.</li> <li>2. Analyze information provided in charts such as President Johnson's Great Society programs.</li> <li>3. Analyze a groundbreaking Supreme Court case such as <i>Brown v. Board of Education</i>.</li> <li>4. Sequence relevant information about the civil rights movement.</li> <li>5. Interpret maps to learn about significant race riots in the 1960s.</li> <li>6. Identify and analyze information displayed on a map in order to understand the importance of Vietnam and Southeast Asia to the United States.</li> <li>7. Analyze the tactics used by the Vietcong and describe how U.S. troops responded.</li> <li>8. Identify why Americans disagreed about the war.</li> <li>9. Evaluate primary source materials including visuals in order to make inferences about the counterculture of the 1960s.</li> <li>10. Identify information shown on a map in order to understand Cuban, Latino, and Hispanic immigration to the United States.</li> </ol>

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<ol style="list-style-type: none"> <li>10. The steps President Nixon took to end the conflict in Vietnam.</li> <li>11. The impact the Vietnam War had on American culture and politics.</li> <li>12. How the counterculture influenced American culture.</li> <li>13. The arguments for and against the ratification of the Equal Rights Amendment.</li> <li>14. The types of discrimination many Latinos faced during the twentieth century.</li> </ol>	
<p><b><u>Interdisciplinary Connections:</u></b></p> <p><b>-Reading Informational Text:</b> Close Reading of Text, Central Ideas of Text, Interactions Among Text Elements, Text Structure, Perspective and Purpose in Texts, Diverse Media and Formats, Analysis of an Argument, Comparison of Text</p> <p><b>-Writing:</b> Argumentative Writing, Informative and Explanatory Writing, Writing Research, Sources of Evidence Students will compare and contrast primary sources with divergent approaches to achieving civil rights.</p>	
<h3>Stage 2: Assessment Evidence</h3>	
<p><b><u>Performance Task(s):</u></b> End of Unit Common Assessment</p>	<p><b><u>Other Evidence:</u></b> End-of-unit or chapter tests that assess key learning outcomes Presentations Research Projects Writing</p> <ul style="list-style-type: none"> <li>• Argumentative</li> <li>• Informative/Explanatory</li> <li>• Narrative</li> </ul> <p>Digital Portfolios Debates Group and Individual Projects Small Groups Interviews Classroom Interaction Simulations Minute Paper One Sentence Summary Pro-Con Grid Student generated Test Questions Goal Ranking Process Analysis Chain Notes Group Work Evaluations</p>

# United States History II

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

Jigsaw  
KWL Charts  
Reflection and Response  
Socratic Seminar  
Think-Pair-Share  
Academic vocabulary and language  
Cooperative learning  
Debate  
Direct instruction  
Current Events  
Document based questions  
Effective Questioning  
Flexible/strategic grouping  
Formative/Strategic grouping  
Graphic organizers  
Homework and practice  
Identifying similarities and differences  
Integration of content area  
Lecture  
Modeling  
Note Taking  
Project based learning  
Reciprocal Teaching  
Summarizing

### Resources:

1. [GLSEN Educator Resources](#)
2. [Supporting LGBTQIA Youth Resource List](#)
3. [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
4. [Learning for Justice](#)
5. [Facing History & Ourselves](#)

### **Required Primary/Secondary Sources:**

- **Civil Rights Supreme Court Case briefs**
- **“I Have a Dream” speech by Martin Luther King Jr.**
- **Excerpts from the Feminine Mystique by Betty Friedan**
- **Excerpt from the Port Huron Statement**

### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<p>*Identify an author’s position and provide evidence to support this viewpoint in essay form</p> <p>*Create a PowerPoint/Prezi presentation summarizing the lesson or introducing a topic</p> <p>*Think of a situation that happened to a character in history and</p>	<p>*Visual learners create a graphic organizer of the topic.</p> <p>*Auditory learners give an oral report.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Use of student created charts and models</p> <p>*Varying sets of reading comprehension questions to answer for a given chapter</p>	<p>*Offer alternate assessments/assignments</p> <p>*Allow auditory learners to listen to audio books.</p> <p>*Visual learners create a graphic organizer of the topic.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Allow students to read individually if preferred.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● breaking assignments into smaller tasks,</li> <li>● giving directions through several channels (auditory, visual</li> <li>● kinesthetic, model), and/or small group</li> </ul>

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<p>a present different outcome.</p> <p>*Use of multiple texts, supplementary materials and computer programs</p> <p>*Independent and small group projects chosen by students based on interest</p> <p>*Student centered activities with the teacher as a guide</p> <p>*Use of Jigsaw</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Think, Pair, Share</p> <p>*Carousel activity to review or introduce material</p> <p>*Digital Portfolios for Essay Writing</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Learning activities in small groups, which are designed around student strengths and weaknesses so that they can tutor each other.</p> <p>*Think, Pair, Share</p> <p>*Excel charts to compile information</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Have students define terms with pictures rather than words.</p> <p>*Supply note taking organizers and peer buddies</p> <p>*Supply highlighted texts &amp; worksheets</p> <p>*Think, Pair, Share</p> <p>*Allow for individual, partner or group work</p> <p>*Carousel activity to review or introduce material</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in complete work</p> <p>*EdPuzzle</p>	<p>instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>● Extended time</li> <li>● Provide visual aids</li> <li>● Repeated directions</li> <li>● Differentiate based on proficiency</li> <li>● Provide word banks</li> <li>● Allow for translators, dictionaries</li> </ul>
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### Unit IV: Contemporary Domestic and Interconnected United States (1970-Today)

#### Stage 1: Desired Results

##### Standards & Indicators:

##### **Era 14. Contemporary United States: Domestic Policies (1970–Today)**

Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing

## United States History II

tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

### **Era 15. Contemporary United States: International Policies (1970–Today)**

The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.

### **Era 16. Contemporary United States: Interconnected Global Society (1970–Today)**

Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.

### **CURRICULUM STANDARDS**

6.1.12.CivicsCM.14.a: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.

6.1.12.EconNE.14.b: Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.

6.1.12.HistoryUP.14.a: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.

6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.

6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

6.1.12.EconNE.14.a: Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.

6.1.12.GeoNE.14.a: Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession

6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.

6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.

6.1.12.EconEM.14.a: Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.

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6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.

6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.

6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.HistoryCC.14.a: Develop an argument based on a variety of sources that compares George HW Bush's Iraqi policy with George W. Bush's.

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

6.1.12.HistorySE.14.c: Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.

6.1.12.HistoryCC.14.b: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.

6.1.12.HistoryCC.14.c: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.

6.1.12.HistoryCC.14.d: Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.

6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

6.1.12.CivicsPR.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.

6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers

6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.

6.1.12.HistoryCC.15.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.

6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.

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6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.

6.1.12.HistorySE.15.a: Explain how and why religious tensions, historic differences, and a western dependence on oil 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.

6.1.12.HistorySE.15.b: 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.

6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.

6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.

6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.



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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.	With a growth mindset, failure is an important part of success.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.	Media have embedded values and points of view.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.	
<b>Central Idea/Enduring Understanding:</b> <ul style="list-style-type: none"> <li>An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples</li> </ul>		<b>Essential/Guiding Question:</b> <ol style="list-style-type: none"> <li>How do you think the Nixon administration affected people's attitudes toward government?</li> <li>How does society change over time?</li> <li>How do you think the resurgence of conservative ideas has changed society?</li> </ol>

## United States History II

<p>of how civic identity and values in one place are different in other places, is essential.</p> <ul style="list-style-type: none"> <li>• Governments and financial institutions influence monetary and fiscal policies.</li> <li>• Complex interacting factors influence people's perspective.</li> <li>• People engage in politics to solve problems in their society.</li> <li>• Learning about the past helps us understand the present and make decisions about the future.</li> <li>• The movement of people, goods, and ideas causes societies to change over time.</li> </ul>	<ol style="list-style-type: none"> <li>4. How have improvements in science and technology helped change society?</li> <li>5. How have immigration, technology, and global trade changed the world?</li> <li>6. How is American culture shaped by a set of common values and practices?</li> <li>7. How have disputes over ideas, values, and politics resulted in change?</li> <li>8. How is American culture shaped by a set of common values and practices?</li> <li>9. How have disputes over ideas, values, and politics resulted in change?</li> </ol>
<p><b><u>Content:</u></b></p> <ol style="list-style-type: none"> <li>1. How the Nixon Doctrine and détente represented new directions in U.S. foreign policy.</li> <li>2. The events that led to the Watergate scandal and Nixon's resignation.</li> <li>3. The significance of the Camp David Accords.</li> <li>4. Why busing and affirmative action were the most contentious civil rights issues of the 1970s..</li> <li>5. The differences between the political philosophies of liberalism and conservatism.</li> <li>6. The reasons why Reagan encouraged tax cuts and deregulation.</li> <li>7. The major domestic initiatives of the Clinton administration, as well as those proposed by the Contract with America.</li> <li>8. The key points of contention in the debate over illegal immigration and changes in immigration law.</li> <li>9. How the computer revolution and the Internet revolutionized communication.</li> <li>10. How September 11, 2001, marked a turning point in the recent history of the United States of the attempts to negotiate with Iraq.</li> <li>11. The major successes and failures of President George W. Bush's second term.</li> <li>12. The historical importance of the 2008 presidential election.</li> <li>13. How the recession and the mortgage crisis resulted in important legislation.</li> </ol>	<p><b><u>Skills(Objectives):</u></b></p> <ol style="list-style-type: none"> <li>1. Sequence the events of the Watergate scandal and its aftermath.</li> <li>2. Analyze and evaluate information provided in charts such as inflation and unemployment in the 1970s.</li> <li>3. Outline social issues that helped define the 1980s.</li> <li>4. Identify and analyze information displayed on a map in order to understand why Allied troops invaded Iraq from Saudi Arabia.</li> <li>5. Identify and evaluate important information shown on a map such as the presidential election of 2000.</li> <li>6. Sequence relevant information such as important events during the global war on terror.</li> <li>7. Analyze notable Supreme Court cases such as Hamdan v. Rumsfeld.</li> <li>8. Analyze the economic factors that combined to create the financial crises of 2009 and 2010.</li> <li>9. Examine how the income gap affects both the economy and politics.</li> <li>10. Analyze the development of the Islamic State in Iraq and Syria (ISIS) and its effect on the refugee crisis.</li> <li>11. Compare and contrast the arguments behind movements like Occupy Wall Street, the Tea Party, and the Black Lives Matter movement.</li> <li>12. Identify the issues leading up to the 2016 presidential election.</li> </ol>

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<p>14. The development of the Islamic State in Iraq and Syria (ISIS) and its effect on the refugee crisis.</p> <p>15. The arguments behind movements like Occupy Wall Street, the Tea Party, and the Black Lives Matter movement.</p> <p>16. The issues leading up to the 2016 presidential election.</p>	
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### Interdisciplinary Connections:

**-Reading Informational Text:** Close Reading of Text, Central Ideas of Text, Interactions Among Text Elements, Text Structure, Perspective and Purpose in Texts, Diverse Media and Formats, Analysis of an Argument, Comparison of Text

**-Writing:** Argumentative Writing, Informative and Explanatory Writing, Writing Research, Sources of Evidence  
Students will compose a personal narrative in which they identify and explain how contemporary political, economic, or social issues have impacted them directly.

## Stage 2: Assessment Evidence

### Performance Task(s):

End of Unit Common Assessment

### Other Evidence:

End-of-unit or chapter tests that assess key learning outcomes

Presentations

Research Projects

Writing

- Argumentative
- Informative/Explanatory
- Narrative

Digital Portfolios

Debates

Group and Individual Projects

Small Groups

Interviews

Classroom Interaction

Simulations

Minute Paper

One Sentence Summary

Pro-Con Grid

Student generated Test Questions

Goal Ranking

Process Analysis

Chain Notes

Group Work Evaluations

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

Jigsaw

KWL Charts

Reflection and Response

### Resources:

1. [GLSEN Educator Resources](#)
2. [Supporting LGBTQIA Youth Resource List](#)

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<p>Socratic Seminar Think-Pair-Share Academic vocabulary and language Cooperative learning Debate Direct instruction Current Events Document based questions Effective Questioning Flexible/strategic grouping Formative/Strategic grouping Graphic organizers Homework and practice Identifying similarities and differences Integration of content area Lecture Modeling Note Taking Project based learning Reciprocal Teaching Summarizing</p>	<p>3. <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a> 4. <a href="#">Learning for Justice</a> 5. <a href="#">Facing History &amp; Ourselves</a></p> <p><b>Required Primary/Secondary Sources:</b></p> <ul style="list-style-type: none"> <li>● <b>Video/Photos of Operation Desert Storm</b></li> <li>● <b>George Bush addressing the nation about the invasion on Iraq</b></li> <li>● <b>Patriot Act</b></li> <li>● <b>Graphs on the impact of global interconnectivity via the World Wide Web</b></li> <li>● <b>Election maps comparing the elections from 1972-2016</b></li> <li>● <b>George Floyd Criminal Case</b></li> </ul>
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### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>*Identify an author's position and provide evidence to support this viewpoint in essay form</p> <p>*Create a PowerPoint/Prezi presentation summarizing the lesson or introducing a topic</p> <p>*Think of a situation that happened to a character in history and a present different outcome.</p> <p>*Use of multiple texts, supplementary</p>	<p>*Visual learners create a graphic organizer of the topic.</p> <p>*Auditory learners give an oral report.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Use of student created charts and models</p> <p>*Varying sets of reading comprehension questions to answer for a given chapter</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p>	<p>*Offer alternate assessments/assignments</p> <p>*Allow auditory learners to listen to audio books.</p> <p>*Visual learners create a graphic organizer of the topic.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Allow students to read individually if preferred.</p> <p>*Have students define terms with pictures rather than words.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● breaking assignments into smaller tasks,</li> <li>● giving directions through several channels (auditory, visual</li> <li>● kinesthetic, model), and/or small group instruction for reading/writing</li> </ul> <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>● Extended time</li> </ul>

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<p>materials and computer programs</p> <p>*Independent and small group projects chosen by students based on interest</p> <p>*Student centered activities with the teacher as a guide</p> <p>*Use of Jigsaw</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Think, Pair, Share</p> <p>*Carousel activity to review or introduce material</p> <p>*Digital Portfolios for Essay Writing</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Learning activities in small groups, which are designed around student strengths and weaknesses so that they can tutor each other.</p> <p>*Think, Pair, Share</p> <p>*Excel charts to compile information</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Supply note taking organizers and peer buddies</p> <p>*Supply highlighted texts &amp; worksheets</p> <p>*Think, Pair, Share</p> <p>*Allow for individual, partner or group work</p> <p>*Carousel activity to review or introduce material</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in complete work</p> <p>*EdPuzzle</p>	<ul style="list-style-type: none"> <li>● Provide visual aids</li> <li>● Repeated directions</li> <li>● Differentiate based on proficiency</li> <li>● Provide word banks</li> <li>● Allow for translators, dictionaries</li> </ul>
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# United States History II

## Pacing Guide

Course Name: US History II	Resource	Standards
MP: 1 or 3	McGraw Hill United States History and Geography	
<b>UNIT I (20 days)</b> The 1920s, Great Depression and The New Deal (1920-1941)  <b>The Jazz Age (6 days)</b> <ul style="list-style-type: none"> <li>Politics and economy of the 1920s</li> <li>Cultural Innovations</li> <li>African American Culture and Politics</li> </ul> <b>The Great Depression (6 days)</b> <ul style="list-style-type: none"> <li>The Causes of the Depression</li> <li>Life During the Depression</li> <li>Hoover's Response to the Depression</li> </ul> <b>FDR and the New Deal (6 days)</b> <ul style="list-style-type: none"> <li>The First New Deal</li> <li>The Second New Deal</li> <li>The New Deal Coalition</li> </ul> <b>Review &amp; Assessment (2 days)</b> <ul style="list-style-type: none"> <li>Review</li> <li>Unit I Assessment</li> </ul>	<a href="#">Newsela: Lesson Set - Conflict in the 1920s</a>  <a href="#">Newsela: Lesson Set - Society of the 1920s</a>  <a href="#">Newsela: Lesson Set - Great Depression</a>  <a href="#">Newsela: Hoover - "Rugged Individualism"</a>  <a href="#">Newsela: Lesson Set - New Deal</a>  <a href="#">Newsela: Primary Source - Workingman's Take on New Deal</a>  <a href="#">Newsela: Evaluation of the New Deal</a>  <b>Required Primary/Secondary Sources</b> <ul style="list-style-type: none"> <li>"Let America be America Again" by Langston Hughes</li> <li>18th and 21st Amendments</li> <li>Various photos of American living during the Great Depression</li> <li>FDR's inaugural address</li> <li>"Brother, Can You Spare a Dime?"</li> </ul>	<b><u>Social Studies Standards</u></b>  6.1.12.HistoryCC.9.a 6.1.12.EconNE.10.a 6.1.12.EconNE.10.b 6.1.12.EconNE.11.a 6.1.12.CivicsHR.8.a 6.1.12.GeoHE.8.a 6.1.12.EconET.8.a 6.1.12.EconNM.8.a 6.1.12.HistoryCC.8.a 6.1.12.HistoryCC.8.b 6.1.12.HistoryCC.8.c 6.1.12.GeoHE.9.a 6.1.12.EconNE.9.a 6.1.12.EconNE.9.b 6.1.12.EconNE.9.c 6.1.12.EconNE.9.d 6.1.12.A.9.a 6.1.12.HistoryCA.9.a 6.1.12.HistoryUP.9.a 6.1.12.CivicsPR.10.a 6.1.12.CivicsPR.10.b 6.1.12.GeoHE.10.a 6.1.12.EconEM.10.a 6.1.12.EconoNM.10.a 6.1.12.EconoNM.10.b 6.1.12.HistoryCA.10.a 6.1.12.HistoryCA.10.b 6.1.12.HistoryCA.10.c
MP: 1 or 3		
<b>UNIT II (23 days)</b> WWII and Postwar America (1939-1960)  <b>WWII (8 days)</b> <ul style="list-style-type: none"> <li>Causes of the war</li> </ul>	<a href="#">Newsela: WWII Background</a>  <a href="#">Newsela: The US Enters WWII</a>  <a href="#">Newsela: WWII Production Infographic</a>	<b><u>Social Studies Standards</u></b>  6.1.12.HistoryUP.11.a 6.1.12.HistoryUP.11.b 6.1.12.EconGE.12.a 6.1.12.CivicsDP.11.a

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<ul style="list-style-type: none"> <li>○ American Neutrality</li> <li>○ Holocaust</li> <li>○ American Involvement</li> <li>○ America at Home</li> <li>○ End of the War</li> </ul> <p><b>The Cold War Begins (7 days)</b></p> <ul style="list-style-type: none"> <li>○ The Origins of the Cold War</li> <li>○ The Cold War and America Society</li> <li>○ Eisenhower's Policies</li> </ul> <p><b>Postwar America (6 days)</b></p> <ul style="list-style-type: none"> <li>○ Truman and Eisenhower</li> <li>○ The Affluent Society</li> <li>○ The Other Side of American Life</li> </ul> <p><b>Review &amp; Assessment (2 days)</b></p> <ul style="list-style-type: none"> <li>○ Review</li> <li>○ Unit II Assessment</li> </ul>	<p><a href="#">Newsela: WWII Home Front</a></p> <p><a href="#">Newsela: Espionage and WWII</a></p> <p><a href="#">Newsela: Bombing of Hiroshima</a></p> <p><a href="#">Newsela: Lesson Set - Political and Economic Ideologies of the Cold War</a></p> <p><a href="#">Newsela: Lesson Set - The Cold War at Home</a></p> <p><a href="#">Newsela: Eisenhower on Highways</a></p> <p><a href="#">Newsela: Lesson Set - Cold War Responses</a></p> <p><b>Required Primary/Secondary Sources</b></p> <ul style="list-style-type: none"> <li>● Civil Rights Supreme Court Case briefs</li> <li>● "I Have a Dream" speech by Martin Luther King Jr.</li> <li>● Excerpts from the Feminine Mystique by Betty Friedan</li> <li>● Excerpt from the Port Huron Statement</li> </ul>	<p>6.1.12.CivicsHR.11.a</p> <p>6.1.12.CivicsHR.11.b</p> <p>6.1.12.EconET.11.a</p> <p>6.1.12.EconNM.11.a</p> <p>6.1.12.HistoryCC.11.a</p> <p>6.1.12.HistoryCA.11.a</p> <p>6.1.12.HistoryCA.11.b</p> <p>6.1.12.HistoryCC.11.b</p> <p>6.1.12.HistoryCC.11.c</p> <p>6.1.12.HistoryCC.11.d</p> <p>6.1.12.EconNE.11.a</p> <p>6.1.12.EconNE.12.a</p> <p>6.1.12.EconNE.12.a</p> <p>6.1.12.EconEM.12.a</p> <p>6.1.12.HistoryCC.12.c</p> <p>6.1.12.HistoryCC.12.d</p> <p>6.1.12.HistoryCC.12.e</p> <p>6.1.12.HistorySE.12.a</p>
<p>MP: 2 or 4</p>		
<p><b>UNIT III (22 days)</b></p> <p>Cold War foreign and domestic policies and Civil Rights (1960-1980)</p> <p><b>The New Frontier and Great Society (6 days)</b></p> <ul style="list-style-type: none"> <li>○ The New Frontier</li> <li>○ JFK and The Cold War</li> <li>○ The Great Society</li> </ul> <p><b>Civil Rights Movement (7 days)</b></p> <ul style="list-style-type: none"> <li>○ The movement begins</li> <li>○ Challenging Segregation</li> <li>○ New Civil Rights Issues</li> </ul>	<p><a href="#">Newsela: Kennedy-Nixon Debates</a></p> <p><a href="#">Newsela: Modern Presidency</a></p> <p><a href="#">Newsela: Lesson Set: Cuban Missile Crisis</a></p> <p><a href="#">Newsela: Lesson Set - Civil Rights Movement</a></p> <p><a href="#">Newsela: Civil Rights Leadership</a></p> <p><a href="#">Newsela: Causes of the Vietnam War</a></p> <p><a href="#">Newsela: Vietnam's Effects on an American Generation</a></p>	<p><b><u>Social Studies Standards</u></b></p> <p>6.1.12.HistoryCC.12.a</p> <p>6.1.12.EconNE.13.c</p> <p>6.1.12.HistoryCC.12.b</p> <p>6.1.12.HistorySE.12.b</p> <p>6.1.12.CivicsPI.13.a</p> <p>6.1.12.CivicsDP.13</p> <p>6.1.12.GeoPP.13.a</p> <p>6.1.12.GeoPP.13.b</p> <p>6.1.12.GeoHE.13.a</p> <p>6.1.12.EconNE.13.a</p> <p>6.1.12.EconEM.13.a</p> <p>6.1.12.EconNE.13.a</p> <p>6.1.12.EconNE.13.b</p> <p>6.1.12.HistoryCC.13.a</p>



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<p><b>The Vietnam War (7 days)</b></p> <ul style="list-style-type: none"> <li>○ The Causes of the War</li> <li>○ Debates over the War</li> <li>○ Counterculture</li> <li>○ End of the War</li> </ul> <p><b>Review &amp; Assessment (2 days)</b></p> <ul style="list-style-type: none"> <li>○ Review</li> <li>○ Unit III Assessment</li> </ul>	<p><a href="#">Newsela: Vietnam Protests in Photos</a></p> <p><a href="#">Newsela: Vietnam Veterans</a></p> <p><b><u>Required Primary/Secondary Sources</u></b></p> <ul style="list-style-type: none"> <li>● War Industries Board Posters/Images</li> <li>● Map depicting occupation zones of Germany after WWII</li> <li>● Various images from the NJ Commission on Holocaust Education</li> <li>● Executive Order 9066</li> <li>● <i>Korematsu vs United States</i></li> <li>● Churchill’s “Iron Curtain” speech</li> <li>● Redlining Maps</li> </ul>	<p>6.1.12.HistoryCC.13.b 6.1.12.HistoryCC.13.c 6.1.12.HistoryCC.13.d 6.1.12.HistoryUP.13.a 6.1.12.HistorySE.13.a 6.1.12.CivicsPI.14.a 6.1.12.CivicsPI.14.b 6.1.12.CivicsPI.14.c 6.1.12.CivicsPI.14.d 6.1.12.CivicsCM.14.b 6.1.12.CivicsPD.14.a 6.1.12.CivicsDP.14.a</p>
<p>MP: 2 or 4</p>		
<p><b>UNIT IV (25 days)</b> Contemporary Domestic and Interconnected United States (1970-Today)</p> <p><b>The 1970s (7 days)</b></p> <ul style="list-style-type: none"> <li>○ Nixon/Ford</li> <li>○ Carter</li> <li>○ Environmentalism</li> </ul> <p><b>Resurgence of Conservatism (8 days)</b></p> <ul style="list-style-type: none"> <li>○ New Conservatism</li> <li>○ The Reagan Years</li> <li>○ Life in the 1980s</li> <li>○ The End of the Cold War</li> </ul> <p><b>Contemporary Issues (8 days)</b></p> <ul style="list-style-type: none"> <li>○ Clinton Administration</li> <li>○ Technology and Globalization</li> <li>○ Bush Administration</li> <li>○ War on Terror</li> <li>○ Obama Administration</li> </ul>	<p><a href="#">Newsela: Nixon Courts the “Silent Majority”</a></p> <p><a href="#">Newsela: Watergate</a></p> <p><a href="#">Newsela: US/Chinese Diplomacy</a></p> <p><a href="#">Newsela: Rachel Carson - Environmental Writer</a></p> <p><a href="#">Newsela: Lesson Set - Conservatism</a></p> <p><a href="#">Newsela: Equal Rights Amendment</a></p> <p><a href="#">Newsela: Lesson Set - Movements for Equality</a></p> <p><a href="#">Newsela: Lesson Set - End of the Cold War</a></p> <p><a href="#">Newsela: Clinton Presidency</a></p> <p><a href="#">Newsela: Impacts of Globalization</a></p>	<p><b><u>Social Studies Standards</u></b></p> <p>6.1.12.CivicsCM.14.a 6.1.12.EconNE.14.b 6.1.12.HistoryUP.14.a 6.1.12.GeoPP.14.a 6.1.12.GeoPP.14.b 6.1.12.GeoHE.14.a 6.1.12.EconNE.14.a 6.1.12.GeoNE.14.a 6.1.12.EconET.14.a 6.1.12.EconET.14.b 6.1.12.EconEM.14.a 6.1.12.HistoryCA.14.a 6.1.12.HistoryCA.14.b 6.1.12.HistoryCA.14.c 6.1.12.HistoryCC.14.a 6.1.12.HistorySE.14.a 6.1.12.HistorySE.14.b 6.1.12.HistorySE.14.c 6.1.12.HistoryCC.14.b 6.1.12.HistoryCC.14.c 6.1.12.HistoryCC.14.d 6.1.12.HistoryCC.14.e 6.1.12.CivicsPR.15.a 6.1.12.CivicsHR.15.a 6.1.12.EconNE.15.a</p>



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<b>Review &amp; Assessment (2 days)</b> <ul style="list-style-type: none"> <li>○ Review</li> <li>○ Unit IV Assessment</li> </ul>	<a href="#">Newsela: Legacy of 9/11</a>  <a href="#">Newsela: History of the War on Terror</a>  <b><u>Required Primary/Secondary Sources</u></b> <ul style="list-style-type: none"> <li>● Video/Photos of Operation Desert Storm</li> <li>● George Bush addressing the nation about the invasion on Iraq</li> <li>● Patriot Act</li> <li>● Graphs on the impact of global interconnectivity via the World Wide Web</li> <li>● Election maps comparing the elections from 1972-2016</li> <li>● George Floyd Criminal Case</li> </ul>	6.1.12.HistoryCC.15.a 6.1.12.HistoryCC.15.b 6.1.12.HistoryCC.15.c 6.1.12.HistorySE.15.a 6.1.12.HistorySE.15.b 6.1.12.HistorySE.15.c 6.1.12.CivicsPD.16.a 6.1.12.CivicsPR.16.a 6.1.12.GeoHE16.a 6.1.12.EconGE.16.a 6.1.12.EconNE.16.a 6.1.12.EconNE.16.b 6.1.12.HistoryUP.16.a 6.1.12.HistoryCC.16.a 6.1.12.HistoryCC.16.b
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