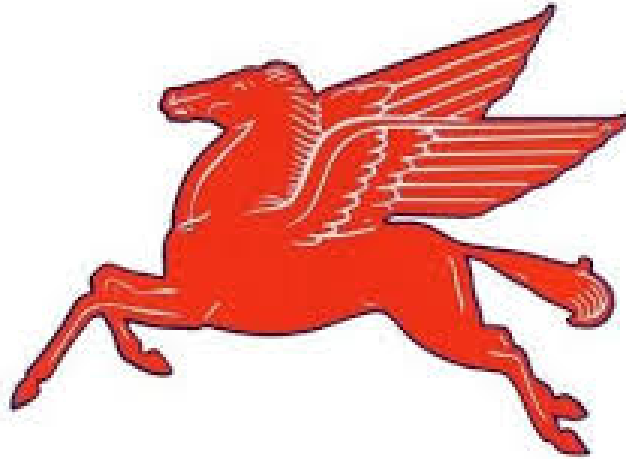


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



US HISTORY II - Grade 11

UPDATED 2020-2021

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: October 2021

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Superintendent, Dr. Roy Dawson, III

Board of Education

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* Greenwich Township Board of Education Representative

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Mrs. Anisah Coppin, Business Administrator/Board Secretary

Mr. Robert Harris, Director of Special Services

Mrs. Tina Morris, Principal, grades Pre-K to 2

Mr. Matthew J. Browne, Principal, grades 3-6

Mr. Paul Morina, Principal, grades 7-12

Paulsboro Public Schools

Mission Statement

The mission of the Paulsboro School District is to work with students, parents, educators, and community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21st Century and is rich in tradition and pride.

(#) GRADE PACING CHART (2020-2021)

TOPIC	# OF DAYS	DATES	COMMENTS
TOPIC	# OF DAYS	DATES	COMMENTS
Chapter 15: U.S. Imperialism	10	9/8-9/23	Focus on US expansion.
Chapter 16: World War I	10	9/24-10/8	Focus on the first Great War.
Chapter 17: The Roaring Twenties	14	10/9-10/30	Focus on social, economic and political gains in the U.S.
Chapter 18: The Great Depression	10	11/2-11/18	Focus on stock market crash and U.S. economic turmoil.
Chapter 19: The New Deal	14	11/19-12/10	Focus on government aid.
Chapter 20: World War II	18	12/11-1/15	Focus total warfare- improved technologies.
Chapter 22: The Postwar Boom	10	1/18-1/29	Focus on rebuilding life after the war.
Chapter 23: The Era of Social Change	10	2/1-2/12	Focus on U.S. policies of social. Economic, and political change.
Chapter 24: Civil Rights	16	2/15-3/9	Focus on Civil Rights movement
Chapter 25: The Vietnam War	14	3/10-3/29	Focus on Vietnam War
Chapter 26: Transitions and Conservatism	14	3/30-4/22	Focus on transitions and conservatism in the U.S.
Chapter 27: Into a New Millennium	14	4/23-5/13	Focus on the new millennium
Chapter 28: The United States in the 21 st Century	16	5/14-6/4	Focus on the United States in the 21 st century,

DEFINITIONS

NJ Student Learning Standards - Clear and specific benchmarks for students' achievement in various content areas. The standards ensure that each child receives a "thorough and efficient education".

21st Century Life and Careers Standards - These skills that are comprised of the "12 Career Ready Practices" and Standards 9.1 through 9.4. The organization of these standards intends to enable students to make informed decisions that prepare them to engage as active citizens in global society and be prepared for the opportunities of the 21st century workplace.

ELA Companion Standards - Consists of standards for reading and writing in History, Social Studies, Science and Technical subjects. ELA curricula

Gifted and Talented Learners - Students with high-ability who may need more depth and complexity in instruction.

Special Education Learners - Students in need of supports and interventions to improve student achievement

English Language Learners - Students with a native language other than English or who are at varying degrees of English language proficiency.

QUARTER 1 –
Big Idea: The U.S. and Global Affairs
Topic: U.S. Imperialism and World War I

Standards:

NJ Student Learning Standards:

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 the 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. Standard 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.
 6.1.12.CivicsDP.7.a,
 6.1.12.EconNM.7.a,
 6.1.12.HistoryCC.7.a,
 6.1.12.HistoryCA.7.a,
 6.1.12.HistoryCA.7.b,
 6.1.12.HistoryCA.7.c,

GOAL

SWBAT

Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.
 Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
 Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
 Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
 Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
 Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries
 Explain how global competition by nations for land and resources led to increased militarism.
 Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
 Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
 Evaluate the effectiveness of Woodrow Wilson’s leadership during and immediately after World War I.

<p>6.1.12.HistoryUP.7.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.History CC.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,</p> <p>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. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code</p> <p>6.2.12.CivicsPD.3.a, 6.2.12.CivicsDP.3.a, 6.2.12.CivicsDP.3.b, 6.2.12.HistoryCC.3.a, 6.2.12.GeoGI.3.a,</p>	<p>Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.</p> <p>Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.</p>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%; text-align: left;">Essential Questions</th> <th style="width: 50%; text-align: right;">Assessments</th> </tr> </table>		Essential Questions	Assessments
Essential Questions	Assessments		
<p>Did American imperialism have a positive or negative impact on the United States?</p> <p>What was the most significant impact of World War I?</p>	<p><i>American History</i>: Module 15 Assessment page 650-651</p> <p><i>American History</i>: Module 16 Assessment page 696-697</p> <p>Verbal and/or written questions Graphic organizers Tests Quizzes Projects Presentations Booklets</p>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%; text-align: left;">Enduring Understanding</th> <th style="width: 50%; text-align: right;">Resources</th> </tr> </table>		Enduring Understanding	Resources
Enduring Understanding	Resources		
<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology 	<p>Textbook: <i>American History</i> (2018) and associated resources</p> <p>Clips from movie: <i>All Quiet on the Western Front</i></p> <p><i>The Zimmermann Note</i></p>		

<p>6.2.12.EconGI.3.b, 6.2.12.EconGI.3.c, 6.2.12.EconET.3.a, 6.2.12.HistoryUP.3.a, 6.2.12.HistoryCC.3.c, 6.2.12.CivicsPI.4.a, 6.2.12.GeoSP.4.a, 6.2.12.HistoryCC.4.a, 6.2.12.HistoryCC.4.c, 6.2.12.HistoryCC.4.f, 6.2.12.HistoryCC.4.g, 6.2.12.HistoryUP.4.a</p> <p>21st Century Life and Careers:</p> <p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>9.1.12.CFR.1, 9.1.12.CFR.2, 9.1.12.CFR.3, 9.1.12.CFR.4, 9.1.12.CFR.5, 9.1.12.CFR.6, 9.1.12.EG.1, 9.1.12.EG.2, 9.1.12.EG.3, 9.1.12.EG.4, 9.1.12.EG.5, 9.1.12.EG.6</p> <p>Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of</p>	<p>• History, Culture, and Perspectives</p>	<p>Various World War I propaganda posters</p> <p>www.pbs.com</p> <p>www.loc.gov (Library of Congress)</p> <p>ushistory.org</p> <p>https://www.nj.gov/education/amistad/</p> <p>https://www.nj.gov/education/holocaust/</p> <p>Maps (current day and various historical maps)</p> <p>Various school library resources</p> <p>Various Internet resources including: History.com and Youtube.com</p>
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being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.2.12.CAP.1, 9.2.12.CAP.2,
9.2.12.CAP.3, 9.2.12.CAP.4,
9.2.12.CAP.5, 9.2.12.CAP.6,
9.2.12.CAP.7, 9.2.12.CAP.8,
9.2.12.CAP.9, 9.2.12.CAP.10,
9.2.12.CAP.11, 9.2.12.CAP.12,
9.2.12.CAP.13

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3,
9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.CT.3,
9.4.12.CT.4, 9.4.12.DC.1, 9.4.12.DC.2,
9.4.12.DC.3, 9.4.12.DC.4, 9.4.12.DC.5,
9.4.12.DC.6, 9.4.12.DC.7 9.4.12.DC.8,
9.4.12.GCA.1, 9.4.12.IML.1,
9.4.12.IML.2, 9.4.12.IML.3, 9.4.12.IML.4,
9.4.12.IML.5, 9.4.12.IML.6, 9.4.12.IML.7,

9.4.12.IML.8, 9.4.12.IML.9, 9.4.12.TL.1,
9.4.12.TL.2, 9.4.12.TL.3, 9.4.12.TL.4

Technology Standards:

TECH.8.1.12, TECH.8.1.12.A, T
ECH.8.1.12.A.CS1, TECH.8.1.12.A.CS2,
TECH.8.1.12.B.CS1,
TECH.8.1.12.B.CS2, TECH.8.1.12.D.1,
TECH.8.1.12.D.CS1,
TECH.8.1.12.D.CS2,
TECH.8.1.12.D.CS3,
TECH.8.1.12.E.CS2

ELA Companion Standards:

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events;

determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

MODIFICATIONS:

Gifted and Talented Learners:

[Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx](#)

Special Education Learners:

[Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx](#)

<p>English Language Learners:</p> <p>Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx</p>		
<p>QUARTER 1 – Big Idea: The Changing Role of the American Government Topic: The Roaring Twenties and The Great Depression</p>		
<p>Standards: NJ Student Learning Standards:</p> <p>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 the 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. Standard 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.</p> <p>6.1.12.CivicsDP.7.a, 6.1.12.EconNM.7.a, 6.1.12.HistoryCC.7.a, 6.1.12.HistoryCA.7.a,</p>	<p>GOAL</p>	
	<p>SWBAT</p> <p>Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.</p> <p>Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.</p> <p>Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.</p> <p>Analyze the push-pull factors that led to the Great Migration.</p> <p>Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.</p> <p>Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.</p> <p>Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.</p>	
	<p>Essential Questions</p>	<p>Assessments</p> <p><i>American History: Module 17</i> Assessment page 748-749</p>

<p>6.1.12.HistoryCA.7.b, 6.1.12.HistoryCA.7.c, 6.1.12.HistoryUP.7.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.History CC.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,</p>	<p>Why did the political, economic, and social tensions characterize the 1920s?</p> <p>Could the Great Depression have been avoided?</p>	<p><i>American History</i>: Module 18 Assessment page 776-777</p> <p>Verbal and/or written questions Graphic organizers Tests Quizzes Projects Presentations Booklets</p>
<p>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. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code</p> <p>6.2.12.CivicsPD.3.a, 6.2.12.CivicsDP.3.a,</p>	<p>Enduring Understanding</p> <ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 	<p>Resources</p> <p>Textbook: <i>American History</i> (2018) and associated resources</p> <p>Clips from movie: <i>All Quiet on the Western Front</i></p> <p><i>The Zimmermann Note</i></p> <p>Various World War I propaganda posters</p> <p>www.pbs.com</p> <p>www.loc.gov (Library of Congress)</p> <p>ushistory.org</p>

6.2.12.CivicsDP.3.b,
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6.2.12.EconGI.3.b, 6.2.12.EconGI.3.c,
6.2.12.EconET.3.a,
6.2.12.HistoryUP.3.a,
6.2.12.HistoryCC.3.c,
6.2.12.CivicsPI.4.a, 6.2.12.GeoSP.4.a,
6.2.12.HistoryCC.4.a,
6.2.12.HistoryCC.4.c,
6.2.12.HistoryCC.4.f,
6.2.12.HistoryCC.4.g,
6.2.12.HistoryUP.4.a

21st Century Life and Careers:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

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9.1.12.CFR.3, 9.1.12.CFR.4,
9.1.12.CFR.5, 9.1.12.CFR.6,
9.1.12.EG.1, 9.1.12.EG.2, 9.1.12.EG.3,
9.1.12.EG.4, 9.1.12.EG.5, 9.1.12.EG.6

<https://www.nj.gov/education/amistad/>

<https://www.nj.gov/education/holocaust/>

Maps (current day and various historical maps)
Various school library resources
Various Internet resources including: History.com and Youtube.com

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.2.12.CAP.1, 9.2.12.CAP.2,
9.2.12.CAP.3, 9.2.12.CAP.4,
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9.2.12.CAP.13

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3,
9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.CT.3,
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9.4.12.DC.6, 9.4.12.DC.7 9.4.12.DC.8,
9.4.12.GCA.1, 9.4.12.IML.1,

9.4.12.IML.2, 9.4.12.IML.3, 9.4.12.IML.4,
9.4.12.IML.5, 9.4.12.IML.6, 9.4.12.IML.7,
9.4.12.IML.8, 9.4.12.IML.9, 9.4.12.TL.1,
9.4.12.TL.2, 9.4.12.TL.3, 9.4.12.TL.4

Technology Standards:

TECH.8.1.12, TECH.8.1.12.A, T
ECH.8.1.12.A.CS1, TECH.8.1.12.A.CS2,
TECH.8.1.12.B.CS1,
TECH.8.1.12.B.CS2, TECH.8.1.12.D.1,
TECH.8.1.12.D.CS1,
TECH.8.1.12.D.CS2,
TECH.8.1.12.D.CS3,
TECH.8.1.12.E.CS2

**ELA Companion Standards in History,
Social Studies, Science & Technical
Subjects:**

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate

summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

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RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media

(e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Anchor Standards:

Gifted and Talented Learners:

[Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx](#)

<p>Special Education Learners:</p> <p>Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx</p> <p>English Language Learners:</p> <p>Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx</p>		
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**QUARTER 2 –
Big Idea: The Changing Role of the American Government
Topic: The New Deal**

Standards:	GOAL
<p>NJ Student Learning Standards:</p> <p>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 the 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. Standard 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary</p>	<p>SWBAT</p> <p>Analyze how the actions and policies of the United States government contributed to the Great Depression.</p> <p>Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.</p> <p>Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country’s economic health.</p> <p>Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.</p> <p>Explain the interdependence of various parts of a market economy</p> <p>Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.</p> <p>Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.</p> <p>Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.</p>

<p>concepts are incorporated in the alphanumeric code.</p> <p>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, 6.1.12.CivicsDP.11.a, 6.1.12.CivicsHR.11.a, 6.1.12.CivicsHR.11.b, 6.1.12.EconET.11.a, 6.1.12.EconNM.11.a, 6.1.12.HistoryCC.11.a, 6.1.12.HistoryCA.11.a, 6.1.12.HistoryCA.11.b, 6.1.12.HistoryCC.11.b, 6.1.12.HistoryCC.11.c, 6.1.12.HistoryCC.11.d, 6.1.12.GeoPP.13.a, 6.1.12.EconNE.13.a, 6.1.12.EconNE.13.a, 6.1.12.EconNE.13.b</p> <p>6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past</p>	<p>Evaluate the arguments regarding the role of the federal government during the New Deal era.</p> <p>Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals. Goal 30: Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.</p> <p>Assess the effectiveness of New Deal programs designed to protect the environment.</p> <p>Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.</p> <p>Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.</p> <p>Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Essential Questions</td> <td style="width: 50%; text-align: center;">Assessments</td> </tr> </table>		Essential Questions	Assessments
	Essential Questions	Assessments		
<p>What should be the role of government of the Unites States during economic crisis?</p>	<p><i>American History</i>: Module 19 Assessment page 8200-821</p> <p>Verbal and/or written questions Graphic organizers Tests Quizzes Projects Presentations Booklets</p>			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Enduring Understanding</td> <td style="width: 50%; text-align: center;">Resources</td> </tr> </table>		Enduring Understanding	Resources	
Enduring Understanding	Resources			

<p>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. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code</p> <p>6.2.12.CivicsPI.4.a, 6.2.12.CivicsHR.4.a, 6.2.12.CivicsHR.4.b, 6.2.12.GeoSP.4.a, 6.2.12.GeoSP.4.b, 6.2.12.EconEM.4.a, 6.2.12.HistoryCC.4.c, 6.2.12.HistoryCC.4.d, 6.2.12.HistoryCC.4.e, 6.2.12.HistoryCC.4.f, 6.2.12.HistoryCC.4.g, 6.2.12.HistoryCC.4.h, 6.2.12.HistoryUP.4.b, 6.2.12.HistoryUP.4.c, 6.2.12.HistoryCA.4.c, 6.2.12.CivicsPI.5.a, 6.2.12.CivicsHR.5.a</p> <p>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</p>	<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 	<p>Textbook: <i>American History</i> (2018) and associated resources</p> <p>Full Movie: <i>Schindlers List</i></p> <p>Clips from movie: <i>Saving Private Ryan</i></p> <p>www.pbs.com</p> <p>www.loc.gov (Library of Congress)</p> <p>www.ushistory.org</p> <p>Various <i>FDR Fireside chats</i></p> <p>Various WWII propaganda posters</p> <p>www.eyewitnesshistory.com</p> <p>https://www.nj.gov/education/amistad/</p> <p>https://www.nj.gov/education/holocaust/</p> <p>Maps (current day and various historical maps)</p> <p>Various school library resources</p> <p>Various Internet resources including: History.com and Youtube.com</p>
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that are inherent in living in an interconnected world. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

6.3.12.HistoryCA.1, 6.3.12.HistoryCA.2

21st Century Life and Careers:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.1.12.CFR.1, 9.1.12.CFR.2,
9.1.12.CFR.3, 9.1.12.CFR.4,
9.1.12.CFR.5, 9.1.12.CFR.6,
9.1.12.EG.1, 9.1.12.EG.2, 9.1.12.EG.3,
9.1.12.EG.4, 9.1.12.EG.5, 9.1.12.EG.6

Standard 9.2 Career Awareness,
Exploration, Preparation and Training.

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.2.12.CAP.1, 9.2.12.CAP.2,
9.2.12.CAP.3, 9.2.12.CAP.4,
9.2.12.CAP.5, 9.2.12.CAP.6,
9.2.12.CAP.7, 9.2.12.CAP.8,
9.2.12.CAP.9, 9.2.12.CAP.10,
9.2.12.CAP.11, 9.2.12.CAP.12,
9.2.12.CAP.13

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3,
9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.CT.3,
9.4.12.CT.4, 9.4.12.DC.1, 9.4.12.DC.2,
9.4.12.DC.3, 9.4.12.DC.4, 9.4.12.DC.5,
9.4.12.DC.6, 9.4.12.DC.7 9.4.12.DC.8,
9.4.12.GCA.1, 9.4.12.IML.1,
9.4.12.IML.2, 9.4.12.IML.3, 9.4.12.IML.4,
9.4.12.IML.5, 9.4.12.IML.6, 9.4.12.IML.7,

9.4.12.IML.8, 9.4.12.IML.9, 9.4.12.TL.1,
9.4.12.TL.2, 9.4.12.TL.3, 9.4.12.TL.4

Technology Standards:

TECH.8.1.12, TECH.8.1.12.A, T
ECH.8.1.12.A.CS1, TECH.8.1.12.A.CS2,
TECH.8.1.12.B.CS1,
TECH.8.1.12.B.CS2, TECH.8.1.12.D.1,
TECH.8.1.12.D.CS1,
TECH.8.1.12.D.CS2,
TECH.8.1.12.D.CS3,
TECH.8.1.12.E.CS2

**ELA Companion Standards in History,
Social Studies, Science & Technical
Subjects:**

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas

and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively,

qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Anchor Standards:

MODIFICATIONS:

Gifted and Talented Learners:

[Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx](#)

<p>Special Education Learners:</p> <p>Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx</p> <p>English Language Learners:</p> <p>Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx</p>		
<p>QUARTER 2 – Big Idea: The U.S. and Global Affairs Topic: World War II and Postwar Boom</p>		
<p>Standards:</p>	<p>GOAL</p>	
<p>NJ Student Learning Standards:</p> <p>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 the 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. Standard 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels,</p>	<p>SWBAT</p> <p>Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.</p> <p>Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.</p> <p>Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.</p> <p>Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.</p> <p>Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.</p> <p>Analyze the decision to use the atomic bomb and the consequences of doing so.</p>	

<p>content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.</p> <p>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, 6.1.12.CivicsDP.11.a, 6.1.12.CivicsHR.11.a, 6.1.12.CivicsHR.11.b, 6.1.12.EconET.11.a, 6.1.12.EconNM.11.a, 6.1.12.HistoryCC.11.a, 6.1.12.HistoryCA.11.a, 6.1.12.HistoryCA.11.b, 6.1.12.HistoryCC.11.b, 6.1.12.HistoryCC.11.c, 6.1.12.HistoryCC.11.d, 6.1.12.GeoPP.13.a, 6.1.12.EconNE.13.a, 6.1.12.EconNE.13.a, 6.1.12.EconNE.13.b</p> <p>6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past</p>	<p>Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p> <p>Explain the role that geography played in the development of military strategies and weaponry in World War II.</p> <p>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.</p> <p>Relate new wartime inventions to scientific and technological advancements in the civilian world.</p> <p>Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.</p> <p>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.</p> <p>Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p> <p>Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.</p> <p>Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.</p> <p>Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.</p> <p>Analyze how the social, economic, and political roles of women were transformed during this time period.</p> <p>Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.</p> <p>Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post-World War II period.</p>
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<p>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. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code</p> <p>6.2.12.CivicsPI.4.a, 6.2.12.CivicsHR.4.a, 6.2.12.CivicsHR.4.b, 6.2.12.GeoSP.4.a, 6.2.12.GeoSP.4.b, 6.2.12.EconEM.4.a, 6.2.12.HistoryCC.4.c, 6.2.12.HistoryCC.4.d, 6.2.12.HistoryCC.4.e, 6.2.12.HistoryCC.4.f, 6.2.12.HistoryCC.4.g, 6.2.12.HistoryCC.4.h, 6.2.12.HistoryUP.4.b, 6.2.12.HistoryUP.4.c, 6.2.12.HistoryCA.4.c, 6.2.12.CivicsPI.5.a, 6.2.12.CivicsHR.5.a</p> <p>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</p>	<p>Relate American economic expansion after World War II to increased consumer demand.</p>		
	<p>Essential Questions Assessments</p>		
	<p>Why did the Allies win World War II?</p> <p>Were the 1950s a time of prosperity for all Americans?</p>	<p><i>American History</i>: Module 20 Assessment page 908-909</p> <p><i>American History</i>: Module 22 Assessment page 1012-1013</p> <p>Verbal and/or written questions Graphic organizers Tests Quizzes Projects Presentations Booklets</p>	
	<p>Enduring Understanding Resources</p>		
<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment 	<p>Textbook: <i>American History</i> (2018) and associated resources</p> <p>Full Movie: <i>Schindlers List</i></p>		

<p>that are inherent in living in an interconnected world. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.</p> <p>6.3.12.HistoryCA.1, 6.3.12.HistoryCA.2</p> <p>21st Century Life and Careers:</p> <p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>9.1.12.CFR.1, 9.1.12.CFR.2, 9.1.12.CFR.3, 9.1.12.CFR.4, 9.1.12.CFR.5, 9.1.12.CFR.6, 9.1.12.EG.1, 9.1.12.EG.2, 9.1.12.EG.3, 9.1.12.EG.4, 9.1.12.EG.5, 9.1.12.EG.6</p>	<ul style="list-style-type: none"> • Economics, Innovation, and Technology • History, Culture, and Perspectives 	<p>Clips from movie: <i>Saving Private Ryan</i></p> <p>www.pbs.com</p> <p>www.loc.gov (Library of Congress)</p> <p>www.ushistory.org</p> <p>Various <i>FDR Fireside chats</i></p> <p>Various WWII propaganda posters</p> <p>www.eyewitnesshistory.com</p> <p>https://www.nj.gov/education/amistad/</p> <p>https://www.nj.gov/education/holocaust/</p> <p>Maps (current day and various historical maps)</p> <p>Various school library resources</p> <p>Various Internet resources including: History.com and Youtube.com</p>
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Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.2.12.CAP.1, 9.2.12.CAP.2, 9.2.12.CAP.3, 9.2.12.CAP.4, 9.2.12.CAP.5, 9.2.12.CAP.6, 9.2.12.CAP.7, 9.2.12.CAP.8, 9.2.12.CAP.9, 9.2.12.CAP.10, 9.2.12.CAP.11, 9.2.12.CAP.12, 9.2.12.CAP.13

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3, 9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.CT.3, 9.4.12.CT.4, 9.4.12.DC.1, 9.4.12.DC.2, 9.4.12.DC.3, 9.4.12.DC.4, 9.4.12.DC.5, 9.4.12.DC.6, 9.4.12.DC.7 9.4.12.DC.8, 9.4.12.GCA.1, 9.4.12.IML.1,

9.4.12.IML.2, 9.4.12.IML.3, 9.4.12.IML.4,
9.4.12.IML.5, 9.4.12.IML.6, 9.4.12.IML.7,
9.4.12.IML.8, 9.4.12.IML.9, 9.4.12.TL.1,
9.4.12.TL.2, 9.4.12.TL.3, 9.4.12.TL.4

Technology Standards:

TECH.8.1.12, TECH.8.1.12.A, T
ECH.8.1.12.A.CS1, TECH.8.1.12.A.CS2,
TECH.8.1.12.B.CS1,
TECH.8.1.12.B.CS2, TECH.8.1.12.D.1,
TECH.8.1.12.D.CS1,
TECH.8.1.12.D.CS2,
TECH.8.1.12.D.CS3,
TECH.8.1.12.E.CS2

**ELA Companion Standards in History,
Social Studies, Science & Technical
Subjects:**

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate

summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media

(e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Anchor Standards:

MODIFICATIONS:

Gifted and Talented Learners:

<p>Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx</p> <p>Special Education Learners:</p> <p>Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx</p> <p>English Language Learners:</p> <p>Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx</p>		
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**QUARTER 3–
Big Idea: Civil Rights and Social Changes
Topic: Era of Social Change and Civil Rights Movement**

<p>Standards: NJ Student Learning Standards:</p> <p>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 the 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. Standard 6.1 U.S.</p>	GOAL	
	<p>SWBAT</p> <ul style="list-style-type: none"> Describe the post WW2 American economy. Identify popular culture of the 1950s. Describe the 1950s "American Dream". Explain how and why suburbia developed in America. Identify the leaders of the Civil Rights movement. Define Segregation and integration. Determine effects of the Civil Rights movement. Explain the Montgomery Bus Boycott. 	
	Essential Questions	Assessments

<p>History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.</p> <p>6.1.12.HistoryCC.12.a, 6.1.12.HistoryCC.12.b, 6.1.12.HistoryCC.12.c, 6.1.12.HistoryCC.12.d, 6.1.12.HistoryCC.12.e, 6.1.12.HistorySE.12.a, 6.1.12.HistorySE.12.b, 6.1.12.CivicsDP.13.a., 6.1.12.EconEM.13.a, 6.1.12.EconEM.13.b, 6.1.12.HistoryCC.13.a, 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</p>	<p>How are significant and lasting social changes created?</p> <p>Why should all Americans have equal rights and opportunities?</p>	<p><i>American History: Module 23</i> Assessment page 1052-1053</p> <p><i>American History: Module 24</i> Assessment page 1116-1117</p> <p>Verbal and/or written questions Graphic organizers Tests Quizzes Projects Presentations Booklets</p>
<p>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</p>	<p>Enduring Understanding</p> <ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 	<p>Resources</p> <p>Textbook: <i>American History</i> (2018) and associated resources</p> <p><i>I Have A Dream Speech</i></p> <p><i>Jim Crow Laws</i></p> <p><i>Brown vs. Board of Ed Case Study</i></p> <p>www.eyewitnesshistory.com</p> <p>www.loc.gov (Library of Congress)</p> <p>www.BBC.com/news</p>

responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code

6.2.12.CivicsPI.5.a,
6.2.12.CivicsHR.5.a,
6.2.12.HistoryCC.5.e,
6.2.12.HistoryCC.5.f,
6.2.12.HistoryCC.5.g,
6.2.12.CivicsPI.6.a,

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. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

6.3.12.HistoryCA.1, 6.3.12.HistoryCA.2

21st Century Life and Careers:

www.ushistory.org

www.pbs.com

<https://www.nj.gov/education/amistad/>

<https://www.nj.gov/education/holocaust/>

Maps (current day and various historical maps)
Various school library resources
Various Internet resources including: History.com and Youtube.com

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.1.12.CFR.1, 9.1.12.CFR.2,
9.1.12.CFR.3, 9.1.12.CFR.4,
9.1.12.CFR.5, 9.1.12.CFR.6,
9.1.12.EG.1, 9.1.12.EG.2, 9.1.12.EG.3,
9.1.12.EG.4, 9.1.12.EG.5, 9.1.12.EG.6

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.2.12.CAP.1, 9.2.12.CAP.2,
9.2.12.CAP.3, 9.2.12.CAP.4,
9.2.12.CAP.5, 9.2.12.CAP.6,
9.2.12.CAP.7, 9.2.12.CAP.8,
9.2.12.CAP.9, 9.2.12.CAP.10,

9.2.12.CAP.11, 9.2.12.CAP.12,
9.2.12.CAP.13

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3,
9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.CT.3,
9.4.12.CT.4, 9.4.12.DC.1, 9.4.12.DC.2,
9.4.12.DC.3, 9.4.12.DC.4, 9.4.12.DC.5,
9.4.12.DC.6, 9.4.12.DC.7 9.4.12.DC.8,
9.4.12.GCA.1, 9.4.12.IML.1,
9.4.12.IML.2, 9.4.12.IML.3,
9.4.12.IML.4, 9.4.12.IML.5,
9.4.12.IML.6, 9.4.12.IML.7,
9.4.12.IML.8, 9.4.12.IML.9, 9.4.12.TL.1,
9.4.12.TL.2, 9.4.12.TL.3, 9.4.12.TL.4

Technology Standards:

TECH.8.1.12, TECH.8.1.12.A, T
ECH.8.1.12.A.CS1,
TECH.8.1.12.A.CS2,
TECH.8.1.12.B.CS1,
TECH.8.1.12.B.CS2, TECH.8.1.12.D.1,
TECH.8.1.12.D.CS1,

TECH.8.1.12.D.CS2,
TECH.8.1.12.D.CS3,
TECH.8.1.12.E.CS2

**ELA Companion Standards in
History, Social Studies, Science &
Technical Subjects:**

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Anchor Standards:

MODIFICATIONS:

Gifted and Talented Learners:

[Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx](#)

Special Education Learners:

[Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx](#)

English Language Learners:

[Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx](#)

**QUARTER 3 –
Big Idea: The U.S. and Global Affairs
Topic: The Vietnam War**

Standards:

NJ Student Learning Standards:

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 the 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. Standard 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

6.1.12.HistoryCC.12.a,
6.1.12.HistoryCC.12.b,
6.1.12.HistoryCC.12.c,
6.1.12.HistoryCC.12.d,
6.1.12.HistoryCC.12.e,

GOAL

SWBAT

Evaluate the effectiveness of the Great Society programs.
Analyze factors that caused the Cold war to heat up during the 1950s-1960s.
Determine effects of the Kennedy assassination.
Explain how and why the U.S. became involved in Vietnam in the 1960s-1970s.
Explain how involvement in Vietnam divided the American public.
Describe the problems that American forces faced in Vietnam.
Explain why and how the U.S pulled out of Vietnam war and evaluate the consequences.
Evaluate the legacy of the Vietnam War.

Essential Questions

Assessments

Should the United States have gotten involved in the conflict in Vietnam?

American History: Module 25
Assessment page 1160-1161

Verbal and/or written questions
Graphic organizers
Tests
Quizzes
Projects

<p>6.1.12.HistorySE.12.a, 6.1.12.HistorySE.12.b, 6.1.12.CivicsDP.13.a., 6.1.12.EconEM.13.a, 6.1.12.EconEM.13.b, 6.1.12.HistoryCC.13.a, 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</p> <p>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. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code</p> <p>6.2.12.CivicsPI.5.a, 6.2.12.CivicsHR.5.a, 6.2.12.HistoryCC.5.e, 6.2.12.HistoryCC.5.f,</p>		Presentations Booklets
	<p>Enduring Understanding</p> <ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 	<p>Resources</p> Textbook: <i>American History</i> (2018) and associated resources <i>I Have A Dream Speech</i> <i>Jim Crow Laws</i> <i>Brown vs. Board of Ed Case Study</i> www.eyewitnesshistory.com www.loc.gov (Library of Congress) www.BBC.com/news www.ushistory.org www.pbs.com https://www.nj.gov/education/amistad/ https://www.nj.gov/education/holocaust/ Maps (current day and various historical maps) Various school library resources Various Internet resources

6.2.12.HistoryCC.5.g,
6.2.12.CivicsPI.6.a,

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. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

6.3.12.HistoryCA.1, 6.3.12.HistoryCA.2
B

21st Century Life and Careers:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

including: History.com
and Youtube.com

9.1.12.CFR.1, 9.1.12.CFR.2,
9.1.12.CFR.3, 9.1.12.CFR.4,
9.1.12.CFR.5, 9.1.12.CFR.6,
9.1.12.EG.1, 9.1.12.EG.2, 9.1.12.EG.3,
9.1.12.EG.4, 9.1.12.EG.5, 9.1.12.EG.6

Standard 9.2 Career Awareness,
Exploration, Preparation and Training.
This standard outlines the importance of
being knowledgeable about one's
interests and talents, and being well
informed about postsecondary and
career options, career planning, and
career requirements.

9.2.12.CAP.1, 9.2.12.CAP.2,
9.2.12.CAP.3, 9.2.12.CAP.4,
9.2.12.CAP.5, 9.2.12.CAP.6,
9.2.12.CAP.7, 9.2.12.CAP.8,
9.2.12.CAP.9, 9.2.12.CAP.10,
9.2.12.CAP.11, 9.2.12.CAP.12,
9.2.12.CAP.13

Standard 9.4 Life Literacies and Key
Skills. This standard outline key
literacies and technical skills such as
critical thinking, global and cultural
awareness, and technology literacy* that
are critical for students to develop to live
and work in an interconnected global
economy.

9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3,
9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.CT.3,
9.4.12.CT.4, 9.4.12.DC.1, 9.4.12.DC.2,
9.4.12.DC.3, 9.4.12.DC.4, 9.4.12.DC.5,
9.4.12.DC.6, 9.4.12.DC.7 9.4.12.DC.8,
9.4.12.GCA.1, 9.4.12.IML.1,
9.4.12.IML.2, 9.4.12.IML.3, 9.4.12.IML.4,
9.4.12.IML.5, 9.4.12.IML.6, 9.4.12.IML.7,
9.4.12.IML.8, 9.4.12.IML.9, 9.4.12.TL.1,
9.4.12.TL.2, 9.4.12.TL.3, 9.4.12.TL.4

Technology Standards:

TECH.8.1.12, TECH.8.1.12.A, T
ECH.8.1.12.A.CS1, TECH.8.1.12.A.CS2,
TECH.8.1.12.B.CS1,
TECH.8.1.12.B.CS2, TECH.8.1.12.D.1,
TECH.8.1.12.D.CS1,
TECH.8.1.12.D.CS2,
TECH.8.1.12.D.CS3,
TECH.8.1.12.E.CS2

**ELA Companion Standards in History,
Social Studies, Science & Technical
Subjects:**

RH.11-12.1. Accurately cite strong and
thorough textual evidence, (e.g., via
discussion, written response, etc.), to
support analysis of primary and
secondary sources, connecting insights

gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Anchor Standards:

<p>MODIFICATIONS: Gifted and Talented Learners:</p> <p>Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx</p> <p>Special Education Learners:</p> <p>Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx</p> <p>English Language Learners:</p> <p>Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx</p>		
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**QUARTER 4 –
 Big Idea: The Changing Role of the American Government
 Topic: Transitions and Conservatism**

Standards:	GOAL
<p>NJ Student Learning Standards:</p> <p>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 the</p>	<p>SWBAT:</p> <p>Differentiate between the culture and counterculture. Identify how various other groups fought for equality during the 1970s. (women, Latinos, Native Americans, people with disabilities, etc.) Identify major political issues that the U.S. faced during the 1970s (inflation and the economy, reliance on foreign oil, Watergate, the environment, etc.)</p>

<p>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. Standard 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.</p>	<p>Identify major political/social issues that the U.S. faced during the 1980s (Cold War and the arms race, poverty, AIDS, etc.) Explain how communism fell and the Cold War ended.</p>	
<p>6.1.12.CivicsPR.15.a, 6.1.12.CivicsHR.15.a, 6.1.12.EconNE.15.a, 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,</p> <p>6.2 World History/Global Studies: All students will acquire the knowledge and</p>	<p>Essential Questions Assessments</p>	
	<p>What was the defining moment of the 1970s through the 1990s in the United States?</p>	<p><i>American History</i>: Module 26 Assessment page 1216-1217</p> <p>Verbal and/or written questions Graphic organizers Tests Quizzes Projects Presentations Booklets</p>
	<p>Enduring Understanding Resources</p>	
	<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 	<p>Textbook: <i>American History</i> (2018) and associated resources</p> <p>www.eyewitnesshistory.com</p> <p>www.loc.gov (Library of Congress)</p> <p>www.BBC.com/news</p>

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. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code

6.2.12.CivicsPI.5.a, 6.2.12.CivicsHR.5.a, 6.2.12.CivicsPI.6.a, 6.2.12.CivicsHR.6.a, 6.2.12.CivicsHR.6.b, 6.2.12.GeoPP.6.a, 6.2.12.EconGE.6.a, 6.2.12.EconGE.6.b, 6.2.12.EconGE.6.c, 6.2.12.HistoryCC.6.a

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. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by

www.ushistory.org

www.pbs.com

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<https://www.nj.gov/education/holocaust/>

Maps (current day and various historical maps)
Various school library resources
Various Internet resources including: History.com and Youtube.com

disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

6.3.12.CivicsHR.1, 6.3.12.GeoGl.1,
6.3.12.EconGE.1, 6.3.12.HistoryCA.1,
6.3.12.HistoryCA.2

B

21st Century Life and Careers:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

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9.1.12.CFR.3, 9.1.12.CFR.4,
9.1.12.CFR.5, 9.1.12.CFR.6,
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9.1.12.EG.4, 9.1.12.EG.5, 9.1.12.EG.6

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9.2.12.CAP.3, 9.2.12.CAP.4,
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9.2.12.CAP.7, 9.2.12.CAP.8,
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9.2.12.CAP.13

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

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9.4.12.DC.6, 9.4.12.DC.7 9.4.12.DC.8,
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9.4.12.IML.5, 9.4.12.IML.6, 9.4.12.IML.7,

9.4.12.IML.8, 9.4.12.IML.9, 9.4.12.TL.1,
9.4.12.TL.2, 9.4.12.TL.3, 9.4.12.TL.4

Technology Standards:

TECH.8.1.12, TECH.8.1.12.A, T
ECH.8.1.12.A.CS1, TECH.8.1.12.A.CS2,
TECH.8.1.12.B.CS1,
TECH.8.1.12.B.CS2, TECH.8.1.12.D.1,
TECH.8.1.12.D.CS1,
TECH.8.1.12.D.CS2,
TECH.8.1.12.D.CS3,
TECH.8.1.12.E.CS2

**ELA Companion Standards in History,
Social Studies, Science & Technical
Subjects:**

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

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and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively,

qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Anchor Standards:

MODIFICATIONS:

Gifted and Talented Learners:

<p>Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx</p> <p>Special Education Learners:</p> <p>Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx</p> <p>English Language Learners:</p> <p>Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx</p>		
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**QUARTER 4 –
Big Idea: The Changing Role of the American Government
Topic: Into a New Millenium and the United States in the 21st Century**

Standards:	GOAL	
<p>NJ Student Learning Standards:</p> <p>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 the 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. Standard 6.1 U.S.</p>	SWBAT	<ul style="list-style-type: none"> Identify acts of terrorism in modern history. Examine the tactics used in and the motives behind terrorist acts. Describe the measures the United States has taken to combat terrorism, Analyze the threat of dangerous regimes. Analyze legal, economic, and moral aspects of immigration. Describe the arguments for and against restricting immigration. Describe the trends in crime rates and crime prevention strategies. Describe the controversy involving gun control and criminal sentences, Describe the attempts to reform American public education. Describe the history of the internet. Explain the significance of computers and technology in American Life.

<p>History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.</p>	<p>Describe the causes and extent of poverty in the United States. Describe the background of the environmental movement.</p>	
<p>6.1.12.CivicsPR.15.a, 6.1.12.CivicsHR.15.a, 6.1.12.EconNE.15.a, 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,</p>	<p>Essential Questions</p>	<p>Assessments</p>
<p>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</p>	<p>What issue or development has most affected the United States since the beginning of the 21st Century?</p> <p>What role should the United States play in global affairs?</p>	<p><i>American History</i>: Module 27 Assessment page 1268-1269</p> <p><i>American History</i>: Module 28 Assessment page 1328-1329</p> <p>Verbal and/or written questions Graphic organizers Tests Quizzes Projects Presentations Booklets</p>
	<p>Enduring Understanding</p>	<p>Resources</p>
	<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment 	<p>Textbook: <i>American History</i> (2018) and associated resources</p> <p>www.eyewitnesshistory.com</p>

<p>decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code</p> <p>6.2.12.CivicsPI.5.a, 6.2.12.CivicsHR.5.a, 6.2.12.CivicsPI.6.a, 6.2.12.CivicsHR.6.a, 6.2.12.CivicsHR.6.b, 6.2.12.GeoPP.6.a, 6.2.12.EconGE.6.a, 6.2.12.EconGE.6.b, 6.2.12.EconGE.6.c, 6.2.12.HistoryCC.6.a</p> <p>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. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.</p>	<ul style="list-style-type: none"> • Economics, Innovation, and Technology • History, Culture, and Perspectives 	<p>www.loc.gov (Library of Congress)</p> <p>www.BBC.com/news</p> <p>www.ushistory.org</p> <p>www.pbs.com</p> <p>https://www.nj.gov/education/amistad/</p> <p>https://www.nj.gov/education/holocaust/</p> <p>Maps (current day and various historical maps)</p> <p>Various school library resources</p> <p>Various Internet resources including: History.com and Youtube.com</p>
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6.3.12.CivicsHR.1, 6.3.12.GeoGI.1,
6.3.12.EconGE.1, 6.3.12.HistoryCA.1,
6.3.12.HistoryCA.2B

21st Century Life and Careers:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.1.12.CFR.1, 9.1.12.CFR.2,
9.1.12.CFR.3, 9.1.12.CFR.4,
9.1.12.CFR.5, 9.1.12.CFR.6,
9.1.12.EG.1, 9.1.12.EG.2, 9.1.12.EG.3,
9.1.12.EG.4, 9.1.12.EG.5, 9.1.12.EG.6

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.2.12.CAP.1, 9.2.12.CAP.2,
9.2.12.CAP.3, 9.2.12.CAP.4,
9.2.12.CAP.5, 9.2.12.CAP.6,
9.2.12.CAP.7, 9.2.12.CAP.8,
9.2.12.CAP.9, 9.2.12.CAP.10,
9.2.12.CAP.11, 9.2.12.CAP.12,
9.2.12.CAP.13

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3,
9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.CT.3,
9.4.12.CT.4, 9.4.12.DC.1, 9.4.12.DC.2,
9.4.12.DC.3, 9.4.12.DC.4, 9.4.12.DC.5,
9.4.12.DC.6, 9.4.12.DC.7 9.4.12.DC.8,
9.4.12.GCA.1, 9.4.12.IML.1,
9.4.12.IML.2, 9.4.12.IML.3, 9.4.12.IML.4,
9.4.12.IML.5, 9.4.12.IML.6, 9.4.12.IML.7,
9.4.12.IML.8, 9.4.12.IML.9, 9.4.12.TL.1,
9.4.12.TL.2, 9.4.12.TL.3, 9.4.12.TL.4

Technology Standards:

TECH.8.1.12, TECH.8.1.12.A, T
ECH.8.1.12.A.CS1, TECH.8.1.12.A.CS2,

TECH.8.1.12.B.CS1,
TECH.8.1.12.B.CS2, TECH.8.1.12.D.1,
TECH.8.1.12.D.CS1,
TECH.8.1.12.D.CS2,
TECH.8.1.12.D.CS3,
TECH.8.1.12.E.CS2

**ELA Companion Standards in History,
Social Studies, Science & Technical
Subjects:**

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence,

acknowledging where the text leaves matters uncertain.

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by

corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Anchor Standards:

MODIFICATIONS:

Gifted and Talented Learners:

[Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx](#)

Special Education Learners:

[Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx](#)

English Language Learners:

[Accommodations and Modifications for
Special Ed, ELL, and Gifted and
Talented.docx](#)