



**United States History II**  
**July 2022**

*This curriculum may be modified through varying techniques, strategies, and materials as per an individual student's Individualized Educational Plan (IEP)*

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grade 11 US History II
<b>Unit Plan Title:</b>	1: Being an Effective Social Studies Student
<b>Time Frame</b>	4 Days
<b>Anchor Standards/Domain* 10</b>	<b>*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base</b>

**Social Studies Practices** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

**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.

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

### Unit Summary

This unit will help high schoolers understand what will be expected of them as social studies students, specifically focusing on the NJSLS Social Studies Practices. This unit will also provide instruction on the reading and study skills necessary to be a successful scholar. Finally, teachers will provide students with instructions on how to best utilize the textbooks and supplemental resources available to them.

### Standard Number(s)

#### Social Studies Practices

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

**9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**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 (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

**9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

**9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

### [Progress Indicators- Reading and Writing Standards Grades 9-10](#)

#### **Essential Question(s)**

1. What skills are necessary for a high school student to be successful in social studies?

#### **Enduring Understandings**

1. In order for high school students to be successful in social studies they must perform the following Social Studies Practices as defined by the NJSL:
  - Develop Questions and Plan Inquiry
  - Gather and Evaluate Sources
  - Seek Diverse Perspectives
  - Develop Claims and Use Evidence
  - Present Arguments and Explanations
  - Engage in Civil Discourse and Critique Conclusions
  - Take Informed Action
2. Additionally, high school students should:
  - Read for meaning
  - Utilize the resources provided in the online textbook platform (review videos, note-taking, comprehension checks)
  - Take clear notes on relevant material
  - Think critically
  - Communicate effectively (both oral and written communication)
  - Analyze primary and secondary resources effectively
  - Ask meaningful questions
  - Make relevant connections
  - Complete assignments on time
  - Study diligently
  - Ask for help when they do not understand the material or experience challenges

#### **Student Learning Targets/Objectives (Students will know/Students will understand)**

##### **Students will be able to:**

- Read a non-fiction text for meaning
- Take clear and meaningful notes
- Communicate effectively in written and oral form
- Utilize the online resources provided for the textbook and other supplemental resources
- Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- Evaluate digital sources for timeliness, accuracy, perspective, credibility of the

- source, and relevance of information, in media, data, or other resources
- Evaluate media sources for point of view, bias, and motivations
- Analyze the decisions creators make to reveal explicit and implicit messages within information and media

**Assessments (Pre, Formative, Summative, Other)**  
*an \**

*Denote required common assessments with*

Formative:

Note check

Textbook Tools Analysis

Summative:

Mini Quiz on textbook resources

**Teaching and Learning Activities**

<i>Activities</i>	<p>Introduction to the 7 Social Studies Practices identified by the NJSL in Social Studies</p> <p>Introduction to the textbook and its resources</p> <p>The teacher helps students access the supplementary textbook materials</p>
<i>Differentiation Strategies</i>	<p>Textbook based on skill level</p> <p>Craft additional prompts to support reading and writing comprehension and extension</p> <p>Additional readings and resources provided for support and extension</p> <p>Guided reading questions</p> <p>Flexible groups based on formative assessment or student choice</p> <p>One: One conferring with teacher</p> <p>Choice of reading, when appropriate</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Level of independence</p> <p><a href="#">Differentiation Strategies for Special Education Students</a></p> <p><a href="#">Differentiation Strategies for Gifted and Talented Students</a></p> <p><a href="#">Differentiation Strategies for ELL Students</a></p> <p><a href="#">Differentiation Strategies for At Risk Students</a></p>

**Resources**

- **AP Text:** *The American Pageant: A History of the American People, Seventeenth Edition, AP Edition;* David M. Kennedy and Lizabeth Cohen, Cengage, 2019
- **Enriched Text:** *America: The Essential Learning Edition, Second Edition,* David Emory Shi, W.W. Norton and Company, 2018
- **Regular Text:** *United States History and Geography;* Joyce Appleby, Alan Brinkley, Albert S. Broussard, James M. McPherson, Donald A. Ritchie, McGraw Hill, 2018
- **OCR Text:** *Pacemaker United States History, Fourth Edition,* Globe Fearon, Pearson, 2004
- District Databases
- [Choices.edu](http://Choices.edu)
- [DBQ Project](#) (through [Classlink](#))
- Stanford History Education Group, Civic Online Reasoning, [Intro Lessons](#)
- [Social Studies Practices \(page 20-21\)](#)

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grade 11 US History II
<b>Unit Plan Title:</b>	2: American Imperialism (1898-1920)
<b>Time Frame</b>	6 Days

**Anchor Standards/Domain\***      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

**New Jersey Student Learning Standards:**

**Social Studies Practices** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

**Standard 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.

**8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**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.

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

**Unit Summary**

In this unit, students will examine how the expanding market for international trade promoted policies that resulted in America emerging as a world power. In addition, various strategic and economic factors led to a greater focus on foreign affairs and debates over the United States’ role in the world.

**\* This unit includes instruction that fulfills the Asian American and Pacific Islanders Law**

**Standard Number(s)**

**Social Studies Practices**

1. Developing Questions and Planning Inquiry

2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

**6.1.12.GeoGM.6.a:** Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

**6.1.12.HistoryCC.6.c:** 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.

**8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

**8.2.12.EC.3:** Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

**9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).

**9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**9.4.12.IML.1:** Compare search browsers and recognize features that allow for filtering of information.

**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 (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

**9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.

**9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

### [Progress Indicators- Reading and Writing Grades 11-12](#)

#### Essential Question(s)

1. What were the factors that motivated America's imperialism in the late 19th century and early 20th century? How did those factors lead to the acquisition of territories throughout the world?

#### Enduring Understandings

1. The factors that motivated America's imperialism included:
  - Need for raw materials and new markets
  - Military competition with foreign powers
  - Prevailing belief of racial and cultural superiority

These factors led to the acquisition of territories (Caribbean, Central America, Pacific, increased involvement in Asia, and the Philippines) throughout the world by:

- Strengthening the American economy
- Buildup of the American military (specifically the Navy)
- Use of Social Darwinism as a justification for actions

#### Student Learning Targets/Objectives (Students will know/Students will understand)

**Students will be able to:**

- Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
- 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.

**Assessments (Pre, Formative, Summative, Other) assessments with an \*****Denote required common****Pre:**

Informal check-in on content knowledge from the previous unit

K-W-L Chart

**Formative:**

Writing prompts on current events and connected topics

Assessments on key terms and concepts from section

Oral and online discussions and debates on concepts and events discussed throughout the sections

**Summative:**

In-class unit assessment which assesses student knowledge of key concepts, ideas, and skills discussed in class, with 1 application of content to a contemporary issue

**Benchmark:**DBQ\*

Common Final Exam\*

**Alternative:** Student Project Choice: Video, Presentation, Research Paper**Teaching and Learning Activities**

<i>Activities</i>	Lecture Class & small group discussion Socratic Seminar Debate Grading/ranking/ of items Review Games Video clip viewing Document Analysis
<i>Differentiation Strategies</i>	Textbook based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions Flexible groups based on formative assessment or student choice One: One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Level of independence <a href="#">Differentiation Strategies for Special Education Students</a> <a href="#">Differentiation Strategies for Gifted and Talented Students</a> <a href="#">Differentiation Strategies for ELL Students</a> <a href="#">Differentiation Strategies for At Risk Students</a>

**Resources**

- **AP Text:** *The American Pageant: A History of the American People, Seventeenth Edition, AP Edition;* David M. Kennedy and Lizabeth Cohen, Cengage, 2019
- **Enriched Text:** *America: The Essential Learning Edition, Second Edition,* David Emory Shi, W.W. Norton and Company, 2018
- **Regular Text:** *United States History and Geography;* Joyce Appleby, Alan Brinkley, Albert S. Broussard, James M. McPherson, Donald A. Ritchie, McGraw Hill, 2018
- **OCR Text:** *Pacemaker United States History, Fourth Edition,* Globe Fearon, Pearson, 2004
- District Databases
- Choices Program (suggested readings):
  - Imperial America: U.S. Global Expansion, 1890-1915
  - The U.S. Role in a Changing World
- DBQ Project:
  - Should the United States Have Annexed the Philippines?
  - Why Was Building the Panama Canal Such a Remarkable Achievement?

## **Wayne School District Curriculum Format**

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grade 11 US History II
<b>Unit Plan Title:</b>	3: America in WWI (1914-1920)
<b>Time Frame</b>	6 Days

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

**New Jersey Student Learning Standards:**

**Standard 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.

**Social Studies Practices** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).



**8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**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.

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

### Unit Summary

Students will examine the United States' attempts to follow its traditional policy of neutrality at the beginning of World War I and analyze why the U.S. eventually became involved in the world. This involvement in World War I affected politics, the economy, and geopolitical relations following the war.

**\*This unit includes instruction that fulfills the Amistad Law: N.J.S.A. 18A 52:16A-88**

### Standard Number(s)

#### Social Studies Practices:

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

**6.1.12.CivicsDP.7.a:** 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).

**6.1.12.EconNM.7.a:** Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.

**6.1.12.HistoryCC.7.a:** Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.

**6.1.12.HistoryCA.7.a:** Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.

**6.1.12.HistoryCA.7.b:** Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.

**6.1.12.HistoryUP.7.a:** Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries

**8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

**8.2.12.EC.3:** Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

- 9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).
- 9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.1:** Compare search browsers and recognize features that allow for filtering of information.
- 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 (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.
- 9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

**Essential Question(s)**

1. What were the causes of U.S. involvement in World War I?
2. Explain how the Wilson administration mobilized the homefront, and analyze how mobilization efforts shaped American society.
3. How did U.S. involvement in World War I and its aftermath set the stage for debates over civil liberties as well as domestic, social, and political changes?

**Enduring Understandings**

1. The causes of U.S. involvement in World War I included:
  - Sinking of the Lusitania
  - “Yellow press” (Pulitzer/Hearst) sensationalizing news
  - Ensuring the repayment of debt from the Allied nations to the U.S.
  - Prevent threats towards U.S. shipping
  - Interception of the Zimmerman Note
2. The Wilson administration mobilized the homefront through an expansion of federal government policy and moral obligations. The mobilization efforts shaped American society through the ending of the progressive movement, an expansion of the American economy, and increased opportunities for under-represented groups.
3. The U.S. involvement in WWI and its aftermath curtailed the rights of many Americans, including those with ethnic ties to Central Power nations, socialists, and communists. The Espionage and Sedition Acts contributed to these restrictions of rights.

**Student Learning Targets/Objectives (Students will know/Students will understand)**

**Students will be able to:**

- 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).
- Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
- Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.

- Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
- Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
- Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries

**Assessments (Pre, Formative, Summative, Other) assessments with an \***

**Denote required common**

**Pre-** KWL Chart, Pre-test

**Formative:** Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards

**Summative:** Student Presentations, Essay or DBQ, Test

**Benchmark:** DBQ

**Alternative:** Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned\*

Common Final Exam\*

**Teaching and Learning Activities**

<i>Activities</i>	<p>Lecture            Class &amp; small group discussion            Socratic Seminar            Debate            Grading/ranking/ of items            Review Games            Video clip viewing            Document Analysis</p>
<i>Differentiation Strategies</i>	<p>Textbook based on skill level            Craft additional prompts to support reading and writing comprehension and extension            Additional readings and resources provided for support and extension            Guided reading questions            Flexible groups based on formative assessment or student choice            One: One conferring with teacher            Choice of reading, when appropriate            Differentiated checklists and rubrics (if appropriate)            Level of independence  <a href="#">Differentiation Strategies for Special Education Students</a>  <a href="#">Differentiation Strategies for Gifted and Talented Students</a>  <a href="#">Differentiation Strategies for ELL Students</a>  <a href="#">Differentiation Strategies for At Risk Students</a></p>

**Resources**

- **AP Text:** *The American Pageant: A History of the American People, Seventeenth Edition, AP Edition;* David M. Kennedy and Lizabeth Cohen, Cengage, 2019
- **Enriched Text:** *America: The Essential Learning Edition, Second Edition,* David Emory Shi, W.W. Norton and Company, 2018
- **Regular Text:** *United States History and Geography;* Joyce Appleby, Alan Brinkley, Albert S. Broussard, James M. McPherson, Donald A. Ritchie, McGraw Hill, 2018
- **OCR Text:** *Pacemaker United States History, Fourth Edition,* Globe Fearon, Pearson, 2004

- District Databases

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grade 11 US History II
<b>Unit Plan Title:</b>	4: The Roaring 20's (1920-1929)
<b>Time Frame</b>	8 Days

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

**New Jersey Student Learning Standards:**

**Social Studies Practices** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

**Standard 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.

**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 8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**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.

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

**Unit Summary**

In this unit, students will examine how the 1920s came to be 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.

**\*This unit includes instruction that fulfills the Amistad Law: N.J.S.A. 18A 52:16A-88**

**\*This unit includes instruction that fulfills the LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35**

## Standard Number(s)

### Social Studies Practices:

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

**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.

**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.

**6.3.5.CivicsPD.2:** Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

**8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

**8.2.12.EC.3:** Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

**9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).

**9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**9.4.12.IML.1:** Compare search browsers and recognize features that allow for filtering of information.

**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 (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

**9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.

**9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

**Essential Question(s)**

1. What were the cultural values, popular culture, and artistic expression in the United States in the 1920's that influenced social and political change?
2. How did domestic migration and immigration in the U.S. affect urban life, cultural developments, labor issues, and government policies in the 1920's?
3. How did government economic policies during the 1920's lead to the Great Depression?

**Enduring Understandings**

1. The following cultural values, popular culture, and artistic expression in the United States in the 1920's that influenced social and political change included:
  - Mass Consumerism and Media
  - Fundamentalism (Scopes Trial)
  - Changing views on sexuality and gender
  - Push for the Equal Rights Amendment
  - Harlem Renaissance and the Jazz Age
  - Lost Generation
  - Rise of the "New Woman" and changing gender roles
  - Prohibition and organized crime
  - Evolution of youth culture
2. Domestic migration and immigration in the U.S. affected urban life, cultural developments, labor issues, and government policies in the 1920's
  - Greater urban than rural population
  - Tulsa Massacre, Red Summer (KKK), and Woodrow Wilson's response
  - Nativism and the Quota system
  - Red Scare
  - Sacco and Vanzetti
  - Labor Strikes
3. Due to laissez-faire and pro-capitalist policies and laws set forth by Congress and the Harding, Coolidge, and Hoover administrations, the American economy collapsed, leading to the Great Depression.

**Student Learning Targets/Objectives (Students will know/Students will understand)**

**Students will be able to:**

- 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.
- Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
- 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.

- Analyze the push-pull factors that led to the Great Migration
- 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.
- Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.
- Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
- Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

**Assessments (Pre, Formative, Summative, Other) assessments with an \***

**Denote required common**

**Pre-** KWL Chart, Pre-test

**Formative:** Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards

**Summative:** Student Presentations, Essay or DBQ, Test

**Benchmark:** DBQ

**Alternative:** Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned\*

Common Final Exam\*

**Teaching and Learning Activities**

<i>Activities</i>	Lecture Class & small group discussion Socratic Seminar Debate Grading/ranking/ of items Review Games Video clip viewing Document Analysis
<i>Differentiation Strategies</i>	Textbook based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions Flexible groups based on formative assessment or student choice One: One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Level of independence <a href="#">Differentiation Strategies for Special Education Students</a> <a href="#">Differentiation Strategies for Gifted and Talented Students</a> <a href="#">Differentiation Strategies for ELL Students</a> <a href="#">Differentiation Strategies for At Risk Students</a>

**Resources**

- **AP Text:** *The American Pageant: A History of the American People, Seventeenth Edition, AP Edition;* David M. Kennedy and Lizabeth Cohen, Cengage, 2019

- **Enriched Text:** *America: The Essential Learning Edition, Second Edition*, David Emory Shi, W.W. Norton and Company, 2018
- **Regular Text:** *United States History and Geography*; Joyce Appleby, Alan Brinkley, Albert S. Broussard, James M. McPherson, Donald A. Ritchie, McGraw Hill, 2018
- **OCR Text:** *Pacemaker United States History, Fourth Edition*, Globe Fearon, Pearson, 2004
- BOE Approved Lesson [Henry Garber and the Harlem Renaissance](#)
- District Databases
- Choices Program (suggested readings):
  - Between World Wars: FDR and the Age of Isolationism
- DBQ Project:
  - Prohibition: Why Did America Change Its Mind?
- What Were the Underlying Causes of the Tulsa Race Massacre?
- The Great Migration: A Personal Journal

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grade 11 US History II
<b>Unit Plan Title:</b>	5: The Great Depression and the New Deal (1929-1941)
<b>Time Frame</b>	14 Days

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

### **New Jersey Student Learning Standards:**

**Social Studies Practices** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

**Standard 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 8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.



**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.

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

## Unit Summary

In this unit, students will examine how the Great Depression was a result of government economic policies, business practices, and individual decisions. Additionally, students will analyze how the Great Depression impacted business and society. Finally, aimed at recovery, relief, and reform, students will analyze how New Deal programs had a lasting impact on the expansion of the role of the national government in the economy.

**\*This unit includes instruction that fulfills the Amistad Law: N.J.S.A. 18A 52:16A-88**

## Standard Number(s)

### Social Studies Practices

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

**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
- 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).
- 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.
- 6.1.12.HistoryCA.10.c:** Analyze how other nations responded to the Great Depression.
- 8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
- 8.2.12.EC.3:** Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- 9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).
- 9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.1:** Compare search browsers and recognize features that allow for filtering of information.
- 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 (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.
- 9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

**Essential Question(s)**

1. What were the causes of the Great Depression?
2. What impact did the Great Depression have on the lives of the American people? How did Hoover's policies failed to address these impacts?
3. What were the goals, accomplishments, and the criticisms of the New Deal?

**Enduring Understandings**

1. The causes of the Great Depression included:
  - Federal government inaction
  - Crisis in agriculture sector
  - Labor-saving machines replace manual labor, contributing to unemployment
  - Decrease of international trade
  - Unregulated credit and unequal distribution of wealth
  - Black Tuesday and the stock market collapse
2. The Great Depression impacted the American people in the following ways:
  - Extreme poverty (bread lines, soup kitchens, street peddling, self-blame)
  - High unemployment

- Malnourishment
- Increase in racial violence and lynching
- Migration (Dust Bowl)
- Emotion and psychological damage (depression and suicide)
- Increase in child laborers and decrease in school enrollment

3. The goals of the New Deal included:

- Relief: short term goal/ provide direct assistance to people in need
- Recovery: short and long term goal/ get the economy moving again
- Reform: establish laws and institutions to prevent future disaster

The accomplishments of the New Deal included:

- Unemployment decreased
- Infrastructure development
- Aid to farmers
- Insuring individuals money in the banks
- Creation of federal agencies and regulations
- Women appointed to key government positions
- Better working conditions and expansion of workers' rights
- Federal government funding for programs protecting the environment
- Supreme Court cases support legitimacy of unions (*NLRB v. Jones and Laughlin Steel Corp.*)

The criticisms of the New Deal included:

- Lack of support for African Americans and Native Americans
- Job-discrimination (i.e, race-based, gender-based)
- The Court-Packing Scheme
- Townsend Plan, Huey Long, and Father Coughlin
- Expansion of the federal government (too much vs. too little)

## **Student Learning Targets/Objectives (Students will know/Students will understand)**

**Students will be able to:**

- Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- 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).
- Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.
- Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
- Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
- Analyze how the actions and policies of the United States government contributed to the Great Depression.
- Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- Analyze the impact of the Great Depression on the American family and ethnic and racial minorities

- 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.
- 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).
- Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.
- Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
- Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
- Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today
- 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).
- 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.
- Analyze how other nations responded to the Great Depression.

**Assessments (Pre, Formative, Summative, Other) assessments with an \***

***Denote required common***

**Pre-** KWL Chart, Pre-test

**Formative:** Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards

**Summative:** Student Presentations, Essay or DBQ, Test

**Benchmark:** DBQ

**Alternative:** Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned\*

Common Final Exam\*

**Teaching and Learning Activities**

<p><i>Activities</i></p>	<p>Lecture            Class &amp; small group discussion            Socratic Seminar            Debate            Grading/ranking/ of items            Review Games            Video clip viewing            Document Analysis</p>
<p><i>Differentiation Strategies</i></p>	<p>Textbook based on skill level            Craft additional prompts to support reading and writing comprehension and extension            Additional readings and resources provided for support and extension            Guided reading questions            Flexible groups based on formative assessment or student choice            One: One conferring with teacher</p>

Choice of reading, when appropriate  
 Differentiated checklists and rubrics (if appropriate)  
 Level of independence  
[Differentiation Strategies for Special Education Students](#)  
[Differentiation Strategies for Gifted and Talented Students](#)  
[Differentiation Strategies for ELL Students](#)  
[Differentiation Strategies for At Risk Students](#)

## Resources

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- **Enriched Text:** *America: The Essential Learning Edition, Second Edition*, David Emory Shi, W.W. Norton and Company, 2018
- **Regular Text:** *United States History and Geography*; Joyce Appleby, Alan Brinkley, Albert S. Broussard, James M. McPherson, Donald A. Ritchie, McGraw Hill, 2018
- **OCR Text:** *Pacemaker United States History, Fourth Edition*, Globe Fearon, Pearson, 2004
- District Databases
- DBQ Project:
  - What Caused the Great Depression?
  - What Caused the Dust Bowl?

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grade 11 US History II
<b>Unit Plan Title:</b>	6: America in WWII (1939-1945)
<b>Time Frame</b>	17 Days

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

### New Jersey Student Learning Standards:

**Social Studies Practices** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

**Standard 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 8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**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.

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

## Unit Summary

In this unit, students will examine how the United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Students will also analyze domestic and military policies during World War II and how these policies continued to deny equal rights to African Americans, Asian Americans, and women. Finally, students will analyze the horrific impact that the Holocaust had both on the Jewish population and others targeted.

**\*This unit includes instruction that fulfills the Holocaust Law: N.J.S.A. 18A:35-28**

**\*This unit includes instruction that fulfills the Amistad Law: N.J.S.A. 18A 52:16A-88**

**\* This unit includes instruction that fulfills the Asian American and Pacific Islanders Law**

## Standard Number(s)

### Social Studies Practices

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

**6.1.12.HistoryCA.7.c:** Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).

**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.

**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.History CC.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.

**8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

**8.2.12.EC.3:** Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

**9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).

**9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**9.4.12.IML.1:** Compare search browsers and recognize features that allow for filtering of information.

**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 (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

**9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.

**9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

### [Progress Indicators- Reading and Writing Standards Grades 9-10](#)

#### **Essential Question(s)**

1. What was the United States policy leading up to and during early World War II? What were the causes of U.S. involvement in WWII?
2. How did the war change the American homefront, both culturally and socially?
3. What impacts did the war have on the American and global society?

#### **Enduring Understandings**

1. The United States policy leading up to and during early World War II included:
  - The Dawes Plan
  - Cash and Carry Act
  - Lend-Lease Act
  - The Neutrality Acts
  - Response to the rise of facism and Nazism

The causes of U.S. involvement in WWII included:

- The Atlantic Charter
- Pearl Harbor
- Allied and Axis Powers

2. The war changed the American homefront, culturally and socially, in the following ways:

- Increase in production of military over domestic goods
- Increased job opportunities in urban areas due to citizens being drafted
- Increase of female workers in the workforce (i.e. Rosie the Riveter)
- Military Draft
- Propaganda
- Japanese-American internment
- Rationing and Victory Gardens
- Internal migration
- Increased patriotism among minority groups
- Discriminatory hiring practices

3. The impacts the war had on American and global society were seen through:

- The Holocaust and identification of genocide
- Unemployment fell, wages rose, workers save money
- Farmers prospered, crop production increased due to scientific advancements
- Increase of arms and nuclear weaponry among nations
- The split between East and West Germany
- Creation of United Nations, NATO, and Warsaw Pact
- The development of the UDHR
- GI Bill of Rights, Marriage Boom, and the Baby Boom
- "White Flight"
- Early beginnings of the Civil Rights Movement
- Establishment of U.S. military abroad
- Led to the Cold War

### **Student Learning Targets/Objectives (Students will know/Students will understand)**

**Students will be able to:**

- Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).
- Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
- Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- 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.
- 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.
- Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.



- Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- 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.
- 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).
- Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
- 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.
- Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

**Assessments (Pre, Formative, Summative, Other) assessments with an \***

**Denote required common**

**Pre-** KWL Chart, Pre-test

**Formative:** Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards

**Summative:** Student Presentations, Essay or DBQ, Test

**Benchmark:** DBQ

**Alternative:** Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned\*

Common Final Exam\*

**Teaching and Learning Activities**

<p><i>Activities</i></p>	<p>Lecture            Class &amp; small group discussion            Socratic Seminar            Debate            Grading/ranking/ of items            Review Games            Video clip viewing            Document Analysis</p>
<p><i>Differentiation Strategies</i></p>	<p>Textbook based on skill level            Craft additional prompts to support reading and writing comprehension and extension            Additional readings and resources provided for support and extension            Guided reading questions            Flexible groups based on formative assessment or student choice            One: One conferring with teacher            Choice of reading, when appropriate            Differentiated checklists and rubrics (if appropriate)            Level of independence  <a href="#">Differentiation Strategies for Special Education Students</a>  <a href="#">Differentiation Strategies for Gifted and Talented Students</a>  <a href="#">Differentiation Strategies for ELL Students</a>  <a href="#">Differentiation Strategies for At Risk Students</a></p>

## Resources

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- **OCR Text:** *Pacemaker United States History, Fourth Edition*, Globe Fearon, Pearson, 2004
- District Databases
- Choices Program (suggested readings):
  - Japanese American Incarceration in World War II
  - Freedom Now: The Civil Rights Movement in Mississippi
  - The Challenge of Nuclear Weapons
  - Competing Visions of Human Rights: Questions for U.S. Policy
  - The United Nations: Challenges and Change
- DBQ Project:
  - Why Did Japan Attack Pearl Harbor?
  - Women in WWII: What Story Should Be Told?
  - The Bracero Program: Will You Sign On?
  - The Atomic Bomb: Did Truman Make the Right Decision?

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grade 11 US History II
<b>Unit Plan Title:</b>	7: U.S. Foreign Policy during the Cold War (1945-1975)
<b>Time Frame</b>	22 Days
<b>Anchor Standards/Domain*     *i.e: ELA: reading, writing   i.e.: Math: Number and Operations in Base 10</b>	

### New Jersey Student Learning Standards:

**Social Studies Practices** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

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**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.

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

## Unit Summary

In this unit, students will examine Cold War tensions between the United States and communist countries that resulted in conflict and influenced domestic and foreign policy for over forty years.

**\* This unit includes instruction that fulfills the Asian American and Pacific Islanders Law**

## Standard Number(s)

### Social Studies Practices

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

**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.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.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.

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

**8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

**8.2.12.EC.3:** Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

- 9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).
- 9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.1:** Compare search browsers and recognize features that allow for filtering of information.
- 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 (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.
- 9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

**Essential Question(s)**

1. Explain why the Cold War between the U.S. and the Soviet Union developed after WWII.
2. What political, social, and cultural actions during the Cold War era shaped U.S. foreign policy?

**Enduring Understandings**

1. The Cold War between the United States and the Soviet Union developed after WWII due to competing political, economic and cultural interests, distrust after Potsdam, differing visions for rebuilding Europe.
2. The following political, social, and cultural actions during the Cold War era shaped U.S. foreign policy:
  - Creation of United Nations, NATO, and Warsaw Pact
  - Creation of satellite nations
  - Agricultural innovations weaponizing food production
  - Containment, Domino Effect
  - Brinkmanship, M.A.D. (Mutually Assured Destruction)
  - “Iron Curtain”
  - The recognition of the state of Israel and the Israeli-Arab conflict
  - Truman Doctrine and Marshall Plan
  - Berlin Airlift and creation of Berlin Wall
  - Korean War
  - Rise of Mao Ze Dong
  - The U-2 Incident
  - Bay of Pigs Invasion
  - Cuban Missile Crisis
  - Arms (nuclear weapons) and Space Race
  - Creation of the Central Intelligence Agency and foreign involvement (Africa, Asia, Latin America, and the Middle East)
  - Vietnam War and the rise of Ho Chi Minh
  - Nixon’s relations with China and the Soviet Union

**Student Learning Targets/Objectives (Students will know/Students will understand)**

**Students will be able to:**

- Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
- Assess the impact of agricultural innovation on the world economy.
- Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
- Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.
- Explain how the development and proliferation of nuclear weapons affected international relations.
- 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.
- 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.
- Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.

**Assessments (Pre, Formative, Summative, Other)**  
*assessments with an \**

**Denote required common**

**Pre-** KWL Chart, Pre-test

**Formative:** Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards

**Summative:** Student Presentations, Essay or DBQ, Test

**Benchmark:** DBQ

**Alternative:** Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned\*

Common Final Exam\*

**Teaching and Learning Activities**

<p><i>Activities</i></p>	<p>Lecture            Class &amp; small group discussion            Socratic Seminar            Debate            Grading/ranking/ of items            Review Games            Video clip viewing            Document Analysis</p>
<p><i>Differentiation Strategies</i></p>	<p>Textbook based on skill level            Craft additional prompts to support reading and writing comprehension and extension            Additional readings and resources provided for support and extension            Guided reading questions            Flexible groups based on formative assessment or student choice            One: One conferring with teacher            Choice of reading, when appropriate            Differentiated checklists and rubrics (if appropriate)            Level of independence  <a href="#">Differentiation Strategies for Special Education Students</a>  <a href="#">Differentiation Strategies for Gifted and Talented Students</a>  <a href="#">Differentiation Strategies for ELL Students</a>  <a href="#">Differentiation Strategies for At Risk Students</a></p>

## Resources

- **AP Text:** *The American Pageant: A History of the American People, Seventeenth Edition, AP Edition*; David M. Kennedy and Lizabeth Cohen, Cengage, 2019
- **Enriched Text:** *America: The Essential Learning Edition, Second Edition*, David Emory Shi, W.W. Norton and Company, 2018
- **Regular Text:** *United States History and Geography*; Joyce Appleby, Alan Brinkley, Albert S. Broussard, James M. McPherson, Donald A. Ritchie, McGraw Hill, 2018
- **OCR Text:** *Pacemaker United States History, Fourth Edition*, Globe Fearon, Pearson, 2004
- District Databases
- Choices Program (suggested readings):
  - The Cuban Missile Crisis: Considering Its Place in Cold War History
- DBQ Project:
  - From Allies to Enemies: Why Did the Cold War Begin?
  - How Did the Interstate Highway System Change America?
  - The Vietnam Draft: Comply, Avoid, or Defy?

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grade 11 US History II
<b>Unit Plan Title:</b>	8: Social Movements and the Cold War at Home (1945-1975)
<b>Time Frame</b>	26 Days

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

### **New Jersey Student Learning Standards:**

**Social Studies Practices** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

**Standard 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 8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

**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.

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

### **Unit Summary**

In this unit, students will examine the inequalities that were addressed by individuals, groups, and organizations during the Civil Rights movement, Women’s Liberation Movement, counterculture movement, etc. Students will also trace the factors that led to a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for those previously discriminated against.

**\*This unit includes instruction that fulfills the Amistad Law: N.J.S.A. 18A 52:16A-88**

**\*This unit includes instruction that fulfills the Asian American and Pacific Islanders Law**

**\*This unit includes instruction that fulfills the LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35**

## **Standard Number(s)**

### **Social Studies Practices**

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

**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.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).

**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.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.

**8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

**8.2.12.EC.3:** Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

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**9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.

**9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

### [Progress Indicators- Reading and Writing Standards Grades 9-10](#)

#### **Essential Question(s)**

1. What domestic political, economic, and social changes were a result of the U.S.'s involvement in the Cold War?
2. What were the goals and strategies of the Civil Rights Movement? How did it change American politics and society?
3. What political, economic, and social movements emerged throughout the 1950's, 1960's, and 1970's? What accomplishments did they make?

#### **Enduring Understandings**

1. The domestic political, economic, and social changes, that were a result of the U.S.'s involvement in the Cold War, were:
  - Conformity, the rise of 1950's culture and consumerism
  - The post-WWII recession and GI Bill of Rights
  - McCarthyism and the second Red Scare (HUAC, and the Rosenbergs)
  - The military-industrial complex
  - Levittowns and White Flight (the rise of the suburb)
  - Peace Corps
  - Counterculture and protests of the Vietnam War
  - Environmental protection
  - Evolution in popular culture in the 50's, 60's, and 70's
  - Watergate Scandal

2. The goals and strategies of the Civil Rights Movement were:

- Legislation ensuring equality for African Americans
- Civil Disobedience
- Litigation
- Use of Mass Media
- Boycotts, Demonstrations, and Sit-Ins
- Peaceful Protests
- Martin Luther King Jr. and Malcolm X (beliefs, strategies, and goals)

The Civil Rights Movement changed American politics and society through an expansion in government participation of African Americans. The passage of the Civil Rights Acts and Voting Rights Act promoted civil liberties and equitable opportunities.

3. The political, economic, and social movements that emerged throughout the 1950's, 1960's, and 1970's included:

- Women's Liberation Movement
- Counterculture Movement
- Chicano Movement
- American Indian Movement
- Gay Liberation Movement
- Asian American Movement
- Disabilities Rights Movement
- War on Poverty

The accomplishments of these movements included passage of legislation that promoted civil liberties and equitable opportunities and awareness of the discrimination experienced by minorities.

4. The Supreme Court and federal programs and laws changed the federal government's role in the nation's political, social, economic, environmental affairs through:

- *Brown v. Board of Education*
- *Loving v. Virginia*
- *Roe v. Wade*
- The Fair Deal
- Expansion of interstate infrastructure
- Title VII and Title IX
- The Great Society
- Environmental Protection Agency
- IDEA (Disabilities Education)

### **Student Learning Targets/Objectives (Students will know/Students will understand)**

**Students will be able to:**

- Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- 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.

- 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).
- 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.
- 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.
- 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.
- Relate American economic expansion after World War II to increased consumer demand.
- 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).
- Evaluate the effectiveness of economic policies that sought to combat postWorld War II inflation.
- 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).
- Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
- 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.
- 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.
- 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.
- 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.
- Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
- Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- 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.

**Assessments (Pre, Formative, Summative, Other) assessments with an \***

***Denote required common***

**Pre-** KWL Chart, Pre-test

**Formative:** Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards

**Summative:** Student Presentations, Essay or DBQ, Test

**Benchmark:** DBQ

**Alternative:** Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned\*

Common Final Exam\*

**Teaching and Learning Activities**

*Activities*

Lecture

Class & small group discussion

	<p>Socratic Seminar</p> <p>Debate</p> <p>Grading/ranking/ of items</p> <p>Review Games</p> <p>Video clip viewing</p> <p>Document Analysis</p>
<i>Differentiation Strategies</i>	<p>Textbook based on skill level</p> <p>Craft additional prompts to support reading and writing comprehension and extension</p> <p>Additional readings and resources provided for support and extension</p> <p>Guided reading questions</p> <p>Flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of reading, when appropriate</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Level of independence</p> <p><a href="#">Differentiation Strategies for Special Education Students</a></p> <p><a href="#">Differentiation Strategies for Gifted and Talented Students</a></p> <p><a href="#">Differentiation Strategies for ELL Students</a></p> <p><a href="#">Differentiation Strategies for At Risk Students</a></p>

## Resources

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- **Enriched Text:** *America: The Essential Learning Edition, Second Edition*, David Emory Shi, W.W. Norton and Company, 2018
- **Regular Text:** *United States History and Geography*; Joyce Appleby, Alan Brinkley, Albert S. Broussard, James M. McPherson, Donald A. Ritchie, McGraw Hill, 2018
- **OCR Text:** *Pacemaker United States History, Fourth Edition*, Globe Fearon, Pearson, 2004
- BOE Approved Lessons:
  - [Lavender Scare](#)
  - [Stonewall Inn](#)
- District Databases
- DBQ Online
  - Martin Luther King and Malcolm X: Whose Philosophy?
  - Made the Most Sense for America in the 1960s?
  - Why Was the Equal Rights Amendment Defeated?
  - Politics or Principle: Why Did L.B.J. Sign the Civil Rights Act of 1964?
  - What Made Cesar Chavez an Effective Leader?
  - Acceptance or Activism: What is Stonewall's More Significant Legacy?
  - The ERA: Why Has It Been Such A Battle?

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grade 11 US History II
<b>Unit Plan Title:</b>	9: Revival of Conservatism (1974-1992)
<b>Time Frame</b>	10 Days

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

### **New Jersey Student Learning Standards:**

**Social Studies Practices** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

**Standard 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 8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

**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.

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

### **Unit Summary**

In this unit, students will examine the differing views on the government's role in social and economic issues which led to greater partisanship in government decision-making. In addition, students will identify how the increased economic prosperity and opportunities experienced by many masked the growing tensions and disparities experienced by some individuals and groups. Lastly, students will trace the instances in which the United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security and interests, as well as the development of democratic societies.

## Standard Number(s)

### Social Studies Practices

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

**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.

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

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

### Essential Question(s)

1. Why did the modern conservative movement rise to prominence, and how did it change the federal government's role in the nation's political, social, economic, and environmental affairs?
2. How did the Reagan and Bush administrations bring about the end of the Cold War and usher a new era of American diplomacy?

### Enduring Understandings

1. The modern conservative movement rose to prominence due to economic, political, and social struggles of the late 1970s, including stagflation, the energy crisis, and the Iran Hostage Crisis.

The modern conservative movement changed the federal government's role in the nation's political, social, economic, and environmental affairs through:

- Reaganomics and trickle down economics
- Drug and healthcare policies (AIDS epidemic, abortion)
- Deregulation of economy and tax cuts
- Rise of technology
- Entitlement programs and changes under conservatism
- Immigration policies and Affirmative Action
- Relaxing of federal policies towards mining and agricultural grazing
- Appointment of conservative judges
- The Religious Right

2. The Reagan and Bush administrations brought about the end of the Cold War and ushered in a new era of diplomacy by:

- Utilizing a policy of “peace through strength” (increased military spending)
- Installing the Reagan Doctrine (Afghanistan, Nicaragua, and Grenada)
  - Iran-Contra Affair
  - Persian Gulf War
- Implementing Strategic Defense Initiative
- Recognizing Mutually Assured Destruction
- Supporting reunification of Berlin and Germany
- Supporting independence of Soviet states

### **Student Learning Targets/Objectives (Students will know/Students will understand)**

#### **Students will be able to:**

- 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.
- 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.
- Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
- Develop an argument based on a variety of sources that compares George HW Bush’s Iraqi policy with George W. Bush’s
- Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- 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.
- Assess economic priorities related to international and domestic needs, as reflected in the national budget.
- Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

**Assessments (Pre, Formative, Summative, Other)**  
**assessments with an \***

***Denote required common***

**Pre-** KWL Chart, Pre-test

**Formative:** Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online

Journaling, Online Debates, Discussions, and Exit Cards

**Summative:** Student Presentations, Essay or DBQ, Test

**Benchmark:** DBQ

**Alternative:** Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned\*

Common Final Exam\*

### Teaching and Learning Activities

<i>Activities</i>	Lecture Class & small group discussion Socratic Seminar Debate Grading/ranking of items Review Games Video clip viewing Document Analysis
<i>Differentiation Strategies</i>	Textbook based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions Flexible groups based on formative assessment or student choice One: One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Level of independence <a href="#">Differentiation Strategies for Special Education Students</a> <a href="#">Differentiation Strategies for Gifted and Talented Students</a> <a href="#">Differentiation Strategies for ELL Students</a> <a href="#">Differentiation Strategies for At Risk Students</a>

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- **OCR Text:** *Pacemaker United States History, Fourth Edition*, Globe Fearon, Pearson, 2004
- District Databases
- DBQ Project:
  - Why Did the Cold War End?

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grade 11 US History II
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<b>Unit Plan Title:</b>	10: Post-Cold War America(1992-2000)
<b>Time Frame</b>	6 Days

**Anchor Standards/Domain\*     \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

**New Jersey Student Learning Standards:**

**Social Studies Practices** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

**Standard 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.

**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 8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

**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.

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

**Unit Summary**

In this unit, students will examine how the end of the Cold War led to new diplomatic relationships and new U.S. military and peacekeeping interventions. Additionally, students will analyze the continued debates over the appropriate use of American power in the world.

**\*This unit includes instruction that fulfills the Holocaust Law: N.J.S.A. 18A:35-28**

**\*This unit includes instruction that fulfills the LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35**

**\*This unit includes instruction that fulfills the Holocaust Law: N.J.S.A. 18A:35-28**

**\* This unit includes instruction that fulfills the Asian American and Pacific Islanders Law**

## **Standard Number(s)**

### **Social Studies Practices**

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions

**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.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.

**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.

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

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

**6.3.12.CivicsPD.1:** Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

- 6.3.12.GeoGI.1:** Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.HistoryCA.1:** Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
- 6.3.12.HistoryCA.2:** Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
- 8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
- 8.2.12.EC.3:** Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
- 9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).
- 9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.1:** Compare search browsers and recognize features that allow for filtering of information.
- 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 (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.
- 9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

[Progress Indicators- Reading and Writing Standards Grades 9-10](#)

**Essential Question(s)**

1. What factors have led to increasing globalization in the post-Cold War world?
2. How have U.S. foreign policy goals and actions evolved since the end of the Cold War?
3. What debates over domestic issues during the Clinton presidency influenced U.S. politics and culture?

**Enduring Understandings**

1. The factors that led to increased globalization were:
  - The development of the modern internet, Y2K
  - NAFTA
  - The breakdown of communism in Eastern Europe
  - Immigration, Asylum, and Amnesty
  - Creation of the European Union
  
2. Foreign policy, goals, and actions evolved from the end of the Cold War through :
  - Containing communism
  - Deterring nuclear war through the policy of Mutual Assured Destruction
  - Creation of World Bank ,International Monetary Fund and NAFTA
  - US policies towards Rwanda and the Balkans
  - World Trade Organization

3. Debates over the following domestic issues during the Clinton presidency influenced U.S. politics and culture:
- Grassroots Movement (third party political groups and local level politics)
  - Reduction of the federal deficit and government spending
  - Lobbyists
  - Health Care
  - Gun Control
  - Entitlement Programs (Contract with America)
  - Immigration
  - LGBTQ+ Rights
  - Climate Change and Global Warming (Kyoto Protocol)
  - Bill Clinton's Impeachment
  - Race Relations

### **Student Learning Targets/Objectives (Students will know/Students will understand)**

#### **Students will be able to:**

- Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
- 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.
- 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.
- 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.
- Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States
- 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.
- Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
- 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.
- Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.
- Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
- Assess economic priorities related to international and domestic needs, as reflected in the national budget
- Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
- Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

- Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
- Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

**Assessments (Pre, Formative, Summative, Other) assessments with an \***

*Denote required common*

**Pre-** KWL Chart, Pre-test

**Formative:** Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards

**Summative:** Student Presentations, Essay or DBQ, Test

**Benchmark:** DBQ

**Alternative:** Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned\*

Common Final Exam\*

**Teaching and Learning Activities**

<i>Activities</i>	<p>Lecture          Class &amp; small group discussion          Socratic Seminar          Debate          Grading/ranking of items          Review Games          Video clip viewing          Document Analysis</p>
<i>Differentiation Strategies</i>	<p>Textbook based on skill level          Craft additional prompts to support reading and writing comprehension and extension          Additional readings and resources provided for support and extension          Guided reading questions          Flexible groups based on formative assessment or student choice          One: One conferring with teacher          Choice of reading, when appropriate          Differentiated checklists and rubrics (if appropriate)          Level of independence  <a href="#">Differentiation Strategies for Special Education Students</a>  <a href="#">Differentiation Strategies for Gifted and Talented Students</a>  <a href="#">Differentiation Strategies for ELL Students</a>  <a href="#">Differentiation Strategies for At Risk Students</a></p>

**Resources**

- **AP Text:** *The American Pageant: A History of the American People, Seventeenth Edition, AP Edition*; David M. Kennedy and Lizabeth Cohen, Cengage, 2019
- **Enriched Text:** *America: The Essential Learning Edition, Second Edition*, David Emory Shi, W.W. Norton and Company, 2018
- **Regular Text:** *United States History and Geography*; Joyce Appleby, Alan Brinkley, Albert S. Broussard, James M. McPherson, Donald A. Ritchie, McGraw Hill, 2018
- **OCR Text:** *Pacemaker United States History, Fourth Edition*, Globe Fearon, Pearson, 2004
- District Databases
- Choices Program (suggested readings):
  - Confronting Genocide: Never Again?
- DBQ Project:
  - Berlin, Korea, and Cuba: How Did the U.S. Contain Communism?

## **Wayne School District Curriculum Format**

<b>Content Area/ Grade Level/ Course:</b>	Social Studies Grade 11 US History II
<b>Unit Plan Title:</b>	11: America in the 21st Century (2000-2022)
<b>Time Frame</b>	16 Days
<b>Anchor Standards/Domain*     *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10</b>	
<b>New Jersey Student Learning Standards:</b>	
<p><b>Social Studies Practices</b> The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).</p>	
<p><b>Standard 6.1 U.S. History:</b> 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.</p>	
<p><b>6.3 Active Citizenship in the 21st Century:</b> 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.</p>	

**Standard 8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

**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.

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

## Unit Summary

In this unit, students will examine how globalization, economic interdependence, the debate over the environment, the use of natural resources, and human rights issues increasingly impacted U.S. domestic and foreign policy and American leaders' role on the world stage.

**\*This unit includes instruction that fulfills the Amistad Law: N.J.S.A. 18A 52:16A-88**

**\*This unit includes instruction that fulfills the Holocaust Law: N.J.S.A. 18A:35-28**

**\*This unit includes instruction that fulfills the LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35**

**\* This unit includes instruction that fulfills the Asian American and Pacific Islanders Law**

## Standard Number(s)

### Social Studies Practices

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations

**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.

**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.

**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.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.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.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.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.

**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.



**6.3.12.CivicsPD.1:** Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

**6.3.12.GeoGI.1:** Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

**6.3.12.HistoryCA.1:** Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

**6.3.12.HistoryCA.2:** Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

**8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

**8.2.12.EC.3:** Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

**9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12profCR3a).

**9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**9.4.12.IML.1:** Compare search browsers and recognize features that allow for filtering of information.

**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 (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).

**9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.

**9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

### [Progress Indicators- Reading and Writing Standards Grades 9-10](#)

#### **Essential Question(s)**

1. How has the War on Terror affected U.S. society and politics?
2. What political, social, and economic factors led to the elections and reelections of George W. Bush and Barack Obama?
3. What political, social, and economic issues during the Trump and Biden presidencies influenced U.S. politics and society?

#### **Enduring Understandings**

1. The War on Terror affected U.S. society in the following ways:
  - 9/11 (Al-Qaeda and Osama bin Laden)
  - Increase in Patriotism
  - Islamophobia
  - Conflict in Afghanistan (Taliban)
  - Conflict in Iraq (Saddam Hussein)
  - Increased military presence in the Middle East
  - Increase in Mental Health Disorders (PTSD)
  - Oil production and Shortage
  - Increased Military Spending

- Patriot Act and Government Surveillance (Department of Homeland Security)
- Division over the Due Process for Suspected and Proven Terrorists (Guantanamo Bay)
- Rise of ISIS
- Refugee Crisis

2. The following political, social, and economic factors led to the election and reelection of George W. Bush and Barack Obama:

- Election of 2000
- Patriot Act and Government Surveillance (Department of Homeland Security)
- Syrian Civil War and Rise of ISIS
- Climate Change
- Great Recession
- Affordable Care Act
- Reduction of the federal deficit and government spending
- Partisanship over the appointment of Supreme Court justices
- Lack of bipartisanship in government
- Immigration and Refugee Crisis Policies
- Gun Rights and Government Response to Gun Violence
- LGBTQ+ Rights
- Race Relations
- Relations with Foreign Adversaries (North Korea, Iran, Russia, China)
- Israeli-Palestinian Conflict

3. The following political, social, and economic issues during the Trump and Biden presidencies influenced U.S. politics and society:

- Election of 2016
- Role of Media in Society
- Climate Change and Natural Disaster Relief
- Reduction of the federal deficit and government spending
- Partisanship over the appointment of Supreme Court justices and their decisions
- Lack of bipartisanship in government
- Immigration and Refugee Crisis Policies
- Gun Rights and Government Response to Gun Violence
- LGBTQ+ Rights
- Race Relations
- Criminal Justice Reform
- USMCA
- United States Space Force
- Government Regulation of Business
- Environmental Legislation and International Agreements
- Relations with Foreign Adversaries (North Korea, Iran, Russia, China)
- Israeli-Palestinian Conflict
- Impeachments of Donald J. Trump
- COVID-19 Pandemic
- Election of 2020
- Increase in voter turnout, especially by youth
- January 6th, 2021 Attack on U.S. Capitol

- Impeachments of Donald J. Trump
- Russian Invasion of Ukraine

## **Student Learning Targets/Objectives (Students will know/Students will understand)**

### **Students will be able to:**

- Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
- 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.
- 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.
- Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
- Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
- 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.
- 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.
- Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
- 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.
- 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.
- 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.
- Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.
- 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.
- Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
- Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.
- Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
- Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 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.

- Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
- Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.
- Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks
- Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers
- Assess economic priorities related to international and domestic needs, as reflected in the national budget
- 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.
- Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
- 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.
- 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.
- Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
- Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
- Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

**Assessments (Pre, Formative, Summative, Other) assessments with an \***

***Denote required common***

**Pre-** KWL Chart, Pre-test

**Formative:** Reading Comprehension Checks, Discussion, Short Answer Responses, Quizzes, Online Journaling, Online Debates, Discussions, and Exit Cards

**Summative:** Student Presentations, Essay or DBQ, Test

**Benchmark:** DBQ

**Alternative:** Student Project Choice: Video, Presentation, Research Paper

Note at the end of the MP, Unit Test Assigned\*

Common Final Exam\*

**Teaching and Learning Activities**

*Activities*

Lecture

Class & small group discussion

	<p>Socratic Seminar          Debate          Grading/ranking of items          Review Games          Video clip viewing          Document Analysis</p>
<i>Differentiation Strategies</i>	<p>Textbook based on skill level          Craft additional prompts to support reading and writing comprehension and extension          Additional readings and resources provided for support and extension          Guided reading questions          Flexible groups based on formative assessment or student choice          One:One conferring with teacher          Choice of reading, when appropriate          Differentiated checklists and rubrics (if appropriate)          Level of independence  <a href="#">Differentiation Strategies for Special Education Students</a>  <a href="#">Differentiation Strategies for Gifted and Talented Students</a>  <a href="#">Differentiation Strategies for ELL Students</a>  <a href="#">Differentiation Strategies for At Risk Students</a></p>

## Resources

- **AP Text:** *The American Pageant: A History of the American People, Seventeenth Edition, AP Edition*; David M. Kennedy and Lizabeth Cohen, Cengage, 2019
- **Enriched Text:** *America: The Essential Learning Edition, Second Edition*, David Emory Shi, W.W. Norton and Company, 2018
- **Regular Text:** *United States History and Geography*; Joyce Appleby, Alan Brinkley, Albert S. Broussard, James M. McPherson, Donald A. Ritchie, McGraw Hill, 2018
- **OCR Text:** *PaceMaker United States History, Fourth Edition*, Globe Fearon, Pearson, 2004
- District Databases
- Choices Program (suggested readings):
  - A Global Controversy: The U.S. Invasion of Iraq
  - Immigration and the U.S. Policy Debate
  - The U.S. Role in a Changing World
  - Responding to Terrorism: Challenges for Democracy
  - The United States in Afghanistan
  - China on the World Stage: Weighing the U.S. Response
  - Climate Change and Questions of Justice
  - Dilemmas of Foreign Aid: Debating U.S. Policies
  - Russia's Transformation: Challenges for U.S. Policy
  - The Middle East: Questions for U.S. Policy
- DBQ Project:
- What Were the Consequences of 9/11?
- What is the Most Important Consequence of Climate Change?
- Globalization at the Border: Has NAFTA Kept Its Promises to Mexican Workers?



## Supplemental Resources

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### Choices Program

- Imperial America: U.S. Global Expansion, 1890-1915
  - Between World Wars: FDR and the Age of Isolationism
  - Japanese American Incarceration in World War II
  - Freedom Now: The Civil Rights Movement in Mississippi
  - The Cuban Missile Crisis: Considering Its Place in Cold War History
  - A Global Controversy: The U.S. Invasion of Iraq
  - The U.S. Role in a Changing World
  - The Challenge of Nuclear Weapons
  - Responding to Terrorism: Challenges for Democracy
  - The United States in Afghanistan
  - China on the World Stage: Weighing the U.S. Response
  - Climate Change and Questions of Justice
  - Dilemmas of Foreign Aid: Debating U.S. Policies
  - Confronting Genocide: Never Again?
  - Competing Visions of Human Rights: Questions for U.S. Policy
  - Immigration and the U.S. Policy Debate
  - International Trade in a Globalized World
  - The Middle East: Questions for U.S. Policy
  - Russia's Transformation: Challenges for U.S. Policy
  - The United Nations: Challenges and Change
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### **Document-Based Questions in American History**

- What Caused the Great Depression?
- Martin Luther King and Malcolm X: Whose Philosophy?
- Made the Most Sense for America in the 1960s?
- Why Was the Equal Rights Amendment Defeated?

### **Mini-Qs in US History - Original Volume 2**

- Should the United States Have Annexed the Philippines?
- Prohibition: Why Did America Change Its Mind?
- What Caused the Dust Bowl?
- Why Did Japan Attack Pearl Harbor?
- Berlin, Korea, and Cuba: How Did the U.S. Contain Communism?
- Politics or Principle: Why Did L.B.J. Sign the Civil Rights Act of 1964?
- What Made Cesar Chavez an Effective Leader?

### **Mini-Qs in US History - NEW Volume 2**

- Why Was Building the Panama Canal Such a Remarkable Achievement?
- What Were the Underlying Causes of the Tulsa Race Massacre?

### DBQ Project

- The Great Migration: A Personal Journal
- What Caused the Great Depression?
- Women in WWII: What Story Should Be Told?
- The Bracero Program: Will You Sign On?
- The Atomic Bomb: Did Truman Make the Right Decision?
- From Allies to Enemies: Why Did the Cold War Begin?
- How Did the Interstate Highway System Change America?
- The Vietnam Draft: Comply, Avoid, or Defy?
- Acceptance or Activism: What is Stonewall's More Significant Legacy?
- The ERA: Why Has It Been Such A Battle?
- Why Did the Cold War End?
- What Were the Consequences of 9/11?

### **Mini-Qs in Geography**

- What is the Most Important Consequence of Climate Change?
  - Globalization at the Border: Has NAFTA Kept Its Promises to Mexican Workers?
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## LGBT + Persons with Disabilities Education Law and Topic

[1920s- Henry Gerber Lesson Plan for the LGBT and People with Disabilities New Jersey Mandate](#)  
[Challenging the "Lavender Scare" of the 1950s with Frank Kameny and Evelyn Hooker](#)

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### NJSLS- Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

Practice	Description
<b>Developing Questions and Planning Inquiry</b>	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real-world issues. Inquiries incorporating questions from various social science disciplines build an understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
<b>Gathering and Evaluating Sources</b>	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of the information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
<b>Seeking Diverse Perspectives</b>	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
<b>Developing Claims and Using Evidence</b>	Developing claims requires careful consideration of the evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
<b>Presenting Arguments and Explanations</b>	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that



	respects the diversity of the world and the dignity of each person. Writing findings and engaging in a civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
<b>Engaging in Civil Discourse and Critiquing Conclusions</b>	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improve thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus
<b>Taking Informed Action</b>	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategies to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.