

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

**Moorestown High School
Social Studies Department**

*United States History II
Grade 11*

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Course Description and Fundamental Concepts

This course will cover events in American history from the turn of the 20th century – initially focusing on the age of American imperialism -- to the present day. This course will build upon student knowledge from U.S. History I and World History to create a contemporary understanding of our nation, focusing primarily on the development of American democracy and the evolution of the role of the national government in the lives of the American people. This course meets the year two requirement for U.S. History and can serve as a precursor for Advanced Placement U.S. Government or Advanced Placement European History.

New Jersey Student Learning Standards (NJSLS)

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

Era 6. The Emergence of Modern America: Progressive Reforms (1890–1930)

Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.

Core Idea	Performance Expectations
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	6.1.12.EconGE.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	6.1.12.HistoryCC.6.b: 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.

Era 7. The Emergence of Modern America: World War I (1890–1930)

United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.

Core Idea	Performance Expectations
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	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).
Advancements in technology, investments in capital goods, and human capital increase productivity, economic growth, and standards of living.	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.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	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.

Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	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.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).
To better understand the historical perspective, one must consider historical context.	6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

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

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

Core Idea	Performance Expectation
Human rights serve as a foundation for democratic beliefs and practices.	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.
Human settlement activities impact the environmental and cultural characteristics of specific places and regions.	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.
Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production.	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.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	6.1.12.EconNE.8.a: Analyze the push-pull factors that led to the Great Migration.
There are multiple and complex causes and effects of historical events.	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.HistoryCC.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.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	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.

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

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

Core Idea	Performance Expectations
Political and economic decisions throughout time have influenced cultural and environmental characteristics.	6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
Multiple economic indicators are used to measure the health of an economy.	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.
Governments and financial institutions influence monetary and fiscal policies.	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).
There are multiple and complex causes and effects of historical events.	6.1.12.HistoryCC.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
Complex interacting factors influence people’s perspective.	6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.

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

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

Core Idea	Performance Expectations
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.	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).

Political and economic decisions throughout time have influenced cultural and environmental characteristics.	6.1.12.GeoHE.10.a: Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.
Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.	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.
Governments and financial institutions influence monetary and fiscal policies.	6.1.12.EconNE.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression. 6.1.12.EconNE.10.b: Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	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.

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

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

Core Idea	Performance Expectations
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	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.
Governments around the world support universal human rights to varying degrees.	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.
Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).	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.

Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	6.1.12.EconNE.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
There are multiple and complex causes and effects of historical events.	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.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	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).
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	6.1.12.HistoryCC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
To better understand the historical perspective, one must consider historical context.	6.1.12.HistoryUP.11.a: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. 6.1.12.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

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

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

Core Idea	Performance Expectations
Advancements in technology, investments in capital goods, and human capital increase productivity, economic growth, and standards of living.	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.
Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.	6.1.12.EconGE.12.a: Assess the impact of agricultural innovation on the world economy.
Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.	6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

<p>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</p>	<p>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.</p> <p>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.</p> <p>6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.</p> <p>6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.</p> <p>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.</p>
<p>Historical sources and evidence provide an understanding of different points of view about historical events.</p>	<p>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.</p> <p>6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.</p>

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

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

Core Idea	Performance Expectations
<p>Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.</p>	<p>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.</p>
<p>Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</p>	<p>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).</p>
<p>Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.</p>	<p>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.</p> <p>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.</p>
<p>Political and economic decisions throughout time have influenced cultural and environmental characteristics.</p>	<p>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.</p>

Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	6.1.12.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.
Since most choices involve a little more of one thing and a little less of something else, economic decision-making includes weighing the additional benefit of the action against the additional cost.	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).
Governments and financial institutions influence monetary and fiscal policies.	6.1.12.EconNE.13.b: Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation. 6.1.12.EconNE.13.c: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	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.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	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.
Complex interacting factors influence people's perspective.	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.
Historical sources and evidence provide an understanding of different points of view about historical events.	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.

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

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

Core Idea	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	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.
Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.	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.
An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential.	6.1.12.CivicsCM.14.a: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.	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.
Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.	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.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	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.
Political and economic decisions throughout time have influenced cultural and environmental characteristics.	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.

<p>Governments and financial institutions influence monetary and fiscal policies.</p>	<p>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.EconNE.14.b: Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government’s attempts to alleviate the hardships brought on by the Great Recession.</p>
<p>Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production.</p>	<p>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.</p>
<p>The specialization of labor leads to greater efficiency in the means of production and the circular flow of goods and services between markets through a medium of exchange.</p>	<p>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.</p>
<p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p>	<p>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.</p>
<p>Chronological sequencing serves as a tool for analyzing past and present events.</p>	<p>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.</p>
<p>Historical sources and evidence provide an understanding of different points of view about historical events.</p>	<p>6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals. 6.1.12.HistorySE.14.c: Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.</p>
<p>Complex interacting factors influence people’s perspective.</p>	<p>6.1.12.HistoryUP.14.a: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.</p>

Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.1.12.HistoryCC.14.b: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials. 6.1.12.HistoryCC.14.c: Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks. 6.1.12.HistoryCC.14.d: Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.
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Era 15. Contemporary United States: International Policies (1970–Today)

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

Core Idea	Performance Expectations
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.	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.
Governments around the world support universal human rights to varying degrees.	6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
Multiple economic indicators are used to measure the health of an economy.	6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.1.12.HistoryCC.15.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy. 6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations. 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.
Historical sources and evidence provide an understanding of different points of view about historical events.	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.

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

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

Core Idea	Performance Expectations
Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.	6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.	6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
Long-term climate variability has influenced human migration and settlement patterns, resource use, and land uses at local-to-global scales.	6.1.12.GeoHE.16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.	6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship. 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
To better understand the historical perspective, one must consider historical context.	6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries. 6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

Civics, Government, and Human Rights: Human and Civil Rights

Core Idea	Performance Expectations
Governments around the world support universal human rights to varying degrees.	6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

Geography, People, and the Environment: Global Interconnections

Core Idea	Performance Expectations
Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	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.

Economics, Innovation, Technology: Global Economy

Core Idea	Performance Expectations
Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.	6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.

History, Culture, and Perspective: Historical Sourcing and Evidence

Core Idea	Performance Expectations
Historical sources and evidence provide an understanding of different points of view about historical events.	6.3.12.HistorySE.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).

History, Culture, and Perspective: Claims and Argumentation

Core Idea	Performance Expectations
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

English Language Arts Companion Standards

Unit Addressed	Standard #	Standard Description
1, 2, 3, 4, 5, 6, 7, 8	RH.11-12.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
1, 2, 3, 4, 5, 6, 7, 8	RH.11-12.2.	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or the author's perspective(s) develop over the course of the text.
1, 2, 3, 4, 5, 6, 7, 8	RH.11-12.3.	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
1, 2, 3, 4, 5, 6, 7, 8	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
1, 2, 3, 4, 5, 6, 7, 8	RH.11-12.5.	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
1, 2, 3, 4, 5, 6, 7, 8	RH.11-12.6.	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
1, 2, 3, 4, 5, 6, 7, 8	RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
1, 2, 3, 4, 5, 6, 7, 8	RH.11-12.8.	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
1, 2, 3, 4, 5, 6, 7, 8	RH.11-12.9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
1, 2, 3, 4, 5, 6, 7, 8	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
4, 6, 7	WHST.11-12.1.	Write arguments focused on discipline-specific content. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

		<p>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p>
2, 6	WHST.11-12.2.	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p>
1, 2, 3, 4, 5, 6, 7, 8	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1, 4, 6	WHST.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
5, 6, 7, 8	WHST.11-12.6.	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
1, 2, 3, 4, 5, 6, 7, 8	WHST.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
1, 2, 3, 4, 5, 6, 7, 8	WHST.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1, 2, 3, 4, 5, 6, 7, 8	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.

1, 2, 3, 4, 5, 6, 7, 8	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Personal Financial Literacy ([Standard 9.1](#))

List appropriate units below for which standards will be addressed

Civic Financial Responsibility

Unit Addressed	Core Idea	Performance Expectations
1, 2, 3, 8	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.	9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
2, 4, 7, 8	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures. 9.1.12.CFR.5: Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.). 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.

Credit and Debt Management

4, 7, 8	There are reasons and consequences to taking on debt.	9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt. 9.1.12.CDM.2: Compare and contrast the advantages and disadvantages of various types of mortgages. 9.1.12.CDM.3: Determine ways to leverage debt beneficially. 9.1.12.CDM.4: Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.
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4, 8	There are ways to evaluate loans and their impact on one's personal financial plan.	<p>9.1.12.CDM.5: Identify the types of characteristics of predatory lending practices and the importance of collateral (e.g., payday loans, car title loans, high-risk mortgages).</p> <p>9.1.12.CDM.6: Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.).</p> <p>9.1.12.CDM.7: Calculate a mortgage payment based on type of loan, down payment, credit score, and loan interest rate.</p> <p>9.1.12.CDM.8: Compare and compute interest and compound interest and develop an amortization table using business tools.</p>
2, 8	Borrowers have rights and responsibilities.	<p>9.1.12.CDM.9: Summarize the causes and consequences of personal and corporate bankruptcy and evaluate the implications for self and others.</p> <p>9.1.12.CDM.10: Determine when credit counseling is necessary and evaluate the resources available to assist consumers who wish to use it.</p>

Credit Profile

2	Negative information in credit reports can affect a person's credit score and financial options.	<p>9.1.12.CP.1: Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.</p> <p>9.1.12.CP.2: Identify the advantages of maintaining a positive credit history.</p>
1, 2, 4	Building and maintaining a good credit history is a process.	<p>9.1.12.CP.3: Summarize factors that affect a positive credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit.</p> <p>9.1.12.CP.4: Identify the skill sets needed to build and maintain a positive credit profile.</p> <p>9.1.12.CP.5: Create a plan to improve and maintain an excellent credit rating.</p>
	Debt reduces net worth.	<p>9.1.12.CP.6: Explain the effect of debt on a person's net worth.</p> <p>9.1.12.CP.7: Summarize factors that affect a particular credit scoring system.</p>
	There are ways to ensure that your credit is protected, and information is accurate.	<p>9.1.12.CP.8: Identify different ways you can protect your credit.</p> <p>9.1.12.CP.9: Analyze the information contained in a credit report, how scores are calculated and used, and explain the importance of disputing inaccurate entries.</p>

Economic and Government Influences

1, 2, 4, 5, 7, 8	Tax rates vary based on your financial situation.	9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased. 9.1.12.EG.2: Explain why various forms of income are taxed differently.
1, 2, 4, 5, 7, 8	There are different ways you can influence government policy to improve your financial situation.	9.1.12.EG.3: Explain how individuals and businesses influence government policies. 9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies. 9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
2, 5	There are agencies, laws, and resources to protect you as a consumer.	9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.

Financial Institutions

	There are ways to manage your accounts that provide you with maximum benefits and protection.	9.1.12.FI.1: Identify ways to protect yourself from identity theft 9.1.12.FI.2: Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection.
2, 4, 8	There are factors you can use to select financial institutions and professionals that are best suited for your needs.	9.1.12.FI.3: Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement). 9.1.12.FI.4: Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).

Financial Psychology

2, 4, 7	To be fiscally responsible, an individual's finances should align with his or her values and goals.	9.1.12.FP.1: Create a clear long-term financial plan to ensure its alignment with your values. 9.1.12.FP.2: Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.
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1, 2, 4, 7, 8	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.	9.1.12.FP.3: Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time. 9.1.12.FP.4: Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making. 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making. 9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
8	The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.	9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).

Planning and Budgeting

1, 2, 4, 8	There are ways to align your investments with your personal financial goals.	9.1.12.PB.1: Explain the difference between saving and investing. 9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.
1, 2, 7, 8	A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.	9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals. 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances. 9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
	Money management requires understanding of cash flow systems and business practices.	9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.

Risk Management and Insurance

5	A person's tolerance for investment risk can change depending on factors such as life circumstances, financial goals, and economic conditions.	9.1.12.RM.1: Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments. 9.1.12.RM.2: Identify types of investments appropriate for different objectives such as liquidity, income, and growth.
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2, 4, 5	Different types of insurance have different costs and protections.	<p>9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.</p> <p>9.1.12.RM.4: Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.</p> <p>9.1.12.RM.5: Explain what self-insuring is and determine when it is appropriate.</p> <p>9.1.12.RM.6: Differentiate the costs benefits and features (e.g., riders, deductibles, umbrella policies) of renter's and homeowner's insurance.</p> <p>9.1.12.RM.7: Evaluate individual and family needs for insurance protection using opportunity-cost analysis to determine if the amount of protection is adequate or over-insured.</p>
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Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
1, 2, 3, 5, 4, 7, 8	There are strategies to improve one's professional value and marketability.	<p>9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.</p> <p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p>
8	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<p>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p>

		<p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p> <p>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</p> <p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p>9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</p>
1, 2, 3, 4, 5, 6, 7, 8	An individual's income and benefit needs and financial plan can change over time.	<p>9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</p> <p>9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p>
4	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.	<p>9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</p>
1, 2, 3, 5, 7	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.	<p>9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.</p> <p>9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.</p>

		<p>9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</p> <p>9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).</p> <p>9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.</p> <p>9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.</p>
	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.	<p>9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.</p> <p>9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.</p> <p>9.2.12.CAP.23: Identify different ways to obtain capital for starting a business</p>

(ADD UNIT #(s) INTO CHART)

<p>Life Literacies and Key Skills (Standard 9.4) List appropriate units below for which standards will be addressed</p>
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By Grade 12		
Unit Addressed	Core Idea	Standard / Description
1, 2, 3, 4, 5, 6, 7, 8	Creativity and Innovation: With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
1, 2, 3, 4, 5, 6, 7, 8	Creativity and Innovation: Innovative ideas or innovation can lead to career opportunities.	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
1, 2, 3, 4, 5, 6, 7, 8	Critical Thinking and Problem-solving: Collaboration with individuals	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

	with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	<p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</p> <p>9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.</p>
8	Digital Citizenship: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit.	<p>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</p> <p>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics</p>
8	Digital Citizenship: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights.	<p>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</p> <p>9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).</p> <p>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</p>
	Digital Citizenship: Cultivating online reputations for employers and academia requires separating private and professional digital identities.	9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
	Digital Citizenship: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.	9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

8	<p>Digital Citizenship: Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.</p>	<p><i>9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.</i></p>
8	<p>Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>	<p><i>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</i></p>
1, 2, 3, 4, 5, 6, 7, 8	<p>Information and Media Literacy: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</p>	<p><i>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</i></p> <p><i>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).</i></p>
	<p>Information and Media Literacy: Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully</p>	<p><i>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</i></p> <p><i>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</i></p>

6, 8	<p>Information and Media Literacy: In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p>	<p><i>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</i></p> <p><i>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).</i></p>
8	<p>Information and Media Literacy: Accurate information may help in making valuable and ethical choices.</p>	<p><i>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).</i></p>
1, 2, 3, 4, 5, 6, 7, 8	<p>Information and Media Literacy: Media have embedded values and points of view.</p>	<p><i>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</i></p> <p><i>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).</i></p>
1, 2, 8	<p>Technology Literacy: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.</p>	<p><i>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6).</i></p> <p><i>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</i></p>
1, 2, 3, 4, 5, 6, 7,8	<p>Technology Literacy: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.</p>	<p><i>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</i></p> <p><i>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</i></p>

Interdisciplinary Connections ([2020 NJSLs](#))

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
1, 2, 3, 4, 5, 6, 7,8	Creating	<i>Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products.</i>
1, 2, 3, 4, 5, 6, 7,8	Connecting	<i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i>
1, 2, 3, 4, 5, 6, 7,8	Performing/ Presenting/ Producing	<i>Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art.</i>
1, 2, 3, 4, 5, 6, 7,8	Responding	<i>Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 9: Interpreting intent and meaning.</i>

Other Interdisciplinary Content Standards

List appropriate units below for any other content/standards that may be addressed

Unit Addressed	Content / Standard #	Standard Description
1, 2, 3, 4, 5, 6, 7, 8	Science/ HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
1, 5, 7, 8	Science / HS-LS4-5	Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation... affect distribution or disappearance of species.
1, 2, 3, 4, 5, 6, 7, 8,	Science/ HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.

1, 2, 3, 4, 5, 6, 7, 8	Math/ S-ID A.3	Interpreting Categorical and Quantitative Data A Summarize, represent, and interpret data on a single count or measurement variable. 3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
4, 5, 8	Math / S-IC B.6	Making Inferences and Justifying Conclusions B Make inferences and justify conclusions from sample surveys, experiments, and observational studies. 6. Evaluate reports based on data.
1, 6, 7, 8	Health & PE/ 2.3.12.ATD.1	Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness
1, 2, 3, 4, 5, 6, 7, 8,	Health & PE/ 2.1.12.SSH.1	Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
7, 8	Health & PE/ 2.1.12.CHSS.7:	Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue
4, 6, 7, 8	Health & PE/ 2.1.12.PP.6	Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.
1, 4, 5, 6, 8	Health & PE/ 2.2.12.N.1	Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
4, 7, 8	Health & PE/ 2.3.12.HCDM.5	Analyze local, state, and international public health efforts to prevent and control diseases and health conditions (e.g., vaccinations, immunizations, medical exams, gene editing, artificial organ systems, prosthesis).
7, 8	Health & PE/ 2.3.12.HCDM.3	: Evaluate the benefits of biomedical approaches to prevent STIs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).
2, 4, 6, 7, 8	Health & PE/ 2.3.12.HCDM.6	Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders)

1, 6, 8	Health & PE/ 2.3.12.DSDT.3	Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids)
1, 3, 5, 8	World Language/ Strand A	Reflects the Interpretive Mode of communication, in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Amistad, Holocaust, LGBT and Disabilities, Diversity and Inclusion, Asian Americans and Pacific Islanders Laws:

Unit Addressed	Performance Expectations
1, 2, 3, 4, 5, 6, 7, 8	<p>Amistad Law: N.J.S.A. 18A 35-4.43 (Grades K-12)</p> <p>Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.</p> <p>The instruction shall enable students to identify and analyze applicable theories concerning human nature and behavior; to know and understand the nation's heritage of slavery and freedom; to know and understand the impact of African diasporic cultures and institutions on the Americas; to know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period; to know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society; to know and understand citizenship and disenfranchisement; and to understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population, especially the personal and civic development of students in grades kindergarten through 12. The instruction shall also emphasize the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all.</p>

1, 2, 3, 4, 5, 6, 7, 8	<p>Holocaust/Genocide Law: N.J.S.A. 18A:35-28 (Grades K-12) Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p>
1, 2, 3, 4, 5, 6, 7, 8	<p>Disabled and LGBT Persons Law: N.J.S.A. 18A:35-4.35 (Grades 6 -12) A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards</p>
1, 2, 3, 4, 5, 6, 7, 8	<p>Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a (Grades K-12) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The instruction shall highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</p>
1, 2, 3, 4, 5, 6, 7, 8	<p>Asian American, Pacific Islander History and Contributions Law: N.J.S.A. 18A:35-4.44 (Grades K-12) A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.</p>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Unit I: An American Empire – On Top of the World, “Roaring”- Already a leading industrial nation, the turn of the 20th century also finds the United States an growing global power, culminating with America’s effort in the Great War.	September (~19 days)
Unit II: The Great Depression and the New Deal- The boom of the post-Great War economy busts and the country, led by Franklin Roosevelt, focuses on efforts to counter the Great Depression, dramatically impacting the nation in both the short and long term.	October (~19 days)
Unit III: World War II- Chronicles America’s turn from isolationism towards intervention in the global struggle and examines the course of the war and its impact on the nation at home and around the world.	November (~16 days)
Unit IV: The Fifties: #1 with an *- Traces the post-war economic boom that produced the “affluent society”, tempering America’s domestic confidence with Cold War realities.	December (~15 days)
Unit V: “Perfecting” America- Examines the efforts by both the Kennedy and Johnson Administrations to rectify perceived problems plaguing otherwise prosperous America by utilizing an active federal government.	January (~18 days)
Unit VI: The Stormy Sixties- Discusses the turbulent efforts of marginalized social groups, including African-Americans, women, and youth, to achieve social justice as the nation struggles with a Cold War conflict in Vietnam.	February (~18 days)
Unit VI: “The Stormy Sixties” Continued	March (~15-20 days)
Unit VII: Reborn in an Age of Limits- Examines efforts by the nation to recover from the upheaval of the late 1960s, culminated with the conservative resurgence under Ronald Reagan.	April (~15-20 days)
Unit VII: “Reborn in an Age of Limits” Continued Unit VIII: Modern America: Explores the challenges confronting post-Cold War America, as the sole “superpower” in the world tries to maintain its global economic and political supremacy, even as it continues to debate the essential aspects of life in a democratic society.	May (~18 days)
Unit VIII: “Modern America” Continued	June (~15 days)

Units Scope and Sequence

Unit I- An American Empire- On Top of the World, “Roaring”

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - List SUBJECT/CONTENT standards that are addressed in this unit

Era 6. The Emergence of Modern America: Progressive Reforms (1890–1930)

- **6.1.12.EconGE.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.b:** 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.

Era 7. The Emergence of Modern America: World War I (1890–1930)

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

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

- **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.EconNE.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.HistoryCC.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.

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

Big Ideas:

- Progressivism & Democracy (6.3 Civics, Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Laissez-Faire Capitalism, Socialism, Communism (Amistad, LGBTQ/Disabilities)
- Imperialism & Cultural Superiority (AAPI, Amistad, Holocaust, LGBTQ/Disabilities, DEI)
- War- interventionism v. isolationism (6.3 Civics)
- MANIA (militarism, alliances, nationalism, imperialism, assassination)
- Segregation in WWI (Amistad, Holocaust, LGBTQ/Disabilities)
- Return to “Normalcy”-Traditionalism
- Post WWI Racism & Activism / The Great Migration/ Race Riots (Amistad, Holocaust, LGBTQ/Disabilities, AAPI)
- Post WWI & the Roaring 20s/ Harlem Renaissance (Amistad, LGBTQ/Disabilities)

Enduring Understandings:

- Driven primarily by economic motives, the United States becomes more active projecting its growing power globally. (6.3 Civics)
- America often finds its traditional democratic ideals challenged as it deals with the challenges of being an imperial power, but ultimately finds itself acting in its own self-interest. (Amistad, Holocaust, LGBTQ/Disabilities, AAPI)
- American efforts to avoid involvement in the Great War are undone by pursuit of economic goals that bring the nation into conflict with Germany.
- America’s Great War role proves pivotal as the nation tips the scales of the war of attrition in favor of the Allies.
- Post Great War America experienced a social reaction to both the progressive change pushed before the war and the nature of the war itself. (6.3 civics, Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Xenophobia and racism rose in the 1920s era, which were reflected in government policies. For example, Immigration Quotas that excluded marginalized groups. (AAPI, Amistad, Holocaust, LGBTQ/Disabilities.)
- Government economic policies of the 1920s contributed to a boom economic cycle in the 1920s. (6.3 Civics, Amistad, LGBTQ/Disabilities, DEI)
- Culture among various communities flourished in the 1920s, including the Harlem Renaissance. (Amistad, Holocaust, LGBTQ/Disabilities, DEI)

Essential Questions:

- Can a democratic nation founded on principles of freedom control another peoples? (Is an American Empire an oxymoron?) (AAPI, Amistad, Holocaust, LGBTQ/Disabilities)
- What does the Panama Canal say about American foreign policy as the 20th c. dawns?
- Was Germany justified in resuming unrestricted submarine warfare against America?
- Would Germany have won the Great War if America had not intervened?
- Is “peace without victory” possible?
- What is “normal “ America in 1920? How (and why) did Americans want to return to it in the early 1920s? (AAPI, Amistad, Holocaust, LGBTQ/Disabilities)
- How did government economic policies make the 20s roar? Who finds success? Who doesn’t? (Amistad, Holocaust, LGBTQ/Disabilities, DEI)
- What was the social, political, and economic experience of marginalized groups in the 1920s? (AAPI, Amistad, Holocaust, LGBTQ/Disabilities)

Learning Objectives

Students will be able to...

Students will be able to...

- Identify key causes of the imperial push undertaken by the US in the late 19th century. (AAPI)
- Explain the causes and effects of America’s role in the Spanish American War. (AAPI)
- Evaluate the impact (opportunities and hardships) of American imperial efforts in Hawaii, Cuba, Puerto Rico, Philippines, and Panama. (AAPI, Amistad, Holocaust, LGBTQ/Disabilities)
- Analyze American neutrality leading to the nation’s involvement in the Great War.

- Explain necessary steps taken by the United States to prepare for and fight in the Great War.
- Evaluate America's role in the Allied victory and in the post-war peace process. (6.3 Civics)
- Analyze and evaluate America's transition from war to peace following the Great War.
- Explain the reactionary concept of "normalcy" that appeared in the 1920s. (Amistad, Holocaust, LGBTQ/Disabilities)
- Explain why the 1920s earned the "roaring" descriptor. (Amistad, LGBTQ/Disabilities, DEI)
- Explain varying perspectives on the impact of immigration on American society/economy and responses to increased immigration during the 1920s. (AAPI, DEI)
- Evaluate marginalized Americans experiences during and post WWI. (AAPI, Amistad, Holocaust, LGBTQ/Disabilities)

Unit II- The Great Depression and the New Deal

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - List *SUBJECT/CONTENT standards that are addressed in this unit*

- **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.HistoryCC.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.EconNE.10.a:** Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
- **6.1.12.EconNE.10.b:** Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
- **6.1.12.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.

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

Big Ideas:

- Government Activism
- Leadership
- Pragmatism
- Role of Federal Government v. State Gov't
- Checks and Balances
- Capitalism v. Socialism v. Communism
- Marginalized Groups' Experience During the Great Depression & the New Deal (Amistad, Holocaust, LGBTQ/Disabilities, AAPI, DEI)

Enduring Understandings:

- Government economic policies in the 1920s contributed to the boom/bust economic cycle of the time.
- Rooted in rugged individualism and laissez-faire economic theory, most Americans – including the federal government – were unprepared to deal with the demands of the Great Depression. (Amistad, LGBTQ/Disabilities)
- FDR's New Deal represented a dramatic shift in the role of the federal government in American's lives.
- The New Deal was controversial and elicited both strong supporters and critics. (Amistad, LGBTQ/Disabilities, AAPI)

Essential Questions:

- How did government policy make the 1920 boom go bust?
- What is a depression and why do they occur?
- In 1928, could anyone have stopped – or even lessened the effect of – the Great Depression? What made the job harder for Herbert Hoover?
- Who was FDR? Did FDR save capitalism? (LGBTQ/Disabilities)
- What made the New Deal “new”?
- How did the New Deal positively and negatively affect marginalized groups? (ex: redlining) (Amistad, LGBTQ/Disabilities)
- What would have happened if the New Deal had not existed?
- How does the New Deal affect Americans today? (AAPI, Amistad, LGBTQ/Disabilities, DEI, Climate)
- Does the New Deal indicate a revolutionary or evolutionary change in American social, political, and economic philosophy?

Learning Objectives

Students will be able to...

- Define the Great Depression, offer an analysis of its causes, and compare/contrast it with previous economic downturns in American history.
- Describe the social impact of the Great Depression, explaining through statistics its scope and analyze its impact on the nation's understanding of work and the individual. (AAPI, Amistad, LGBTQ/Disabilities)
- Compare and contrast HH's and FDR's approaches to combating the Great Depression.
- Evaluate the New Deal, considering both its short and long term ramifications. (AAPI, Amistad, Holocaust, LGBTQ/Disabilities, Climate)
- Compare and contrast responses to the New Deal in the 1930s, identifying both supporters and critics of the program. (AAPI, Amistad, LGBTQ/Disabilities)
- Evaluate the experience of marginalized groups during the Great Depression and with FDR's New Deal programs. (AAPI, Amistad, Holocaust, LGBTQ/Disabilities)

Unit III- World War II

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - List *SUBJECT/CONTENT* standards that are addressed in this unit

- 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.EconNE.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.HistoryCC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
- 6.1.12.HistoryUP.11.a: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- 6.1.12.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

Big Ideas:

- Rise of Totalitarianism/ Military Aggression & Appeasement (AAPI)
- Isolationism & Interventionism
- Total War
- Atrocities of the Holocaust & the U.S.' Response (Amistad, Holocaust, LGBTQ/Disabilities)
- Wartime Contributions & Challenges Facing Marginalized groups (Amistad, Holocaust, LGBTQ/Disabilities, DEI, AAPI)
- Allied war efforts & Victory in the European & Pacific Theatre (Amistad, Holocaust, LGBTQ/Disabilities)

Enduring Understandings:

- Even after hostilities broke out in Europe, the majority of Americans believed isolationism was the best course of action for the country.
- Led by FDR, the government increased American involvement in foreign affairs in both Europe and Asia. (AAPI)
- Once entered into the war, America produced a production miracle that helped win the war.

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- Allied war efforts were stymied by the Axis initially, but America's entry into the war and key turning points at Stalingrad and Midway shifted the war's momentum.
- The US role in WWII propelled it to an international leadership role which continues to this day.
- Marginalized minority groups expressed a sense of patriotism despite the discrimination they faced on the homefront, workforce, and military. (AAPI, DEI, Amistad, LGBTQ, Americans with Disabilities)
- Evaluate the international response and varying perspectives of victims, bystanders, perpetrators, and rescuers during the Holocaust. (Holocaust/Genocide)
- In the decades after the Holocaust, homosexuality was often criminalized and met with social stigma. As a result, homosexual victims of the Holocaust rarely shared their stories. (Amistad, Holocaust, LGBTQ/Disabilities, DEI)

Essential Questions:

- Can a world power pursue an isolationist foreign policy?
- Why was America so steadfastly isolationist in the 1930s?
- To what extent could World War II have been avoided?
- How did FDR overcome the nation's isolationist mood?
- Would America have gotten involved in WWII without the Japanese attack on Pearl Harbor? (Or, was war with Japan inevitable?) (AAPI)
- How did Americans respond to the attack on Pearl Harbor? (AAPI, Amistad, DEI, LGBTQ/Disabilities)
- How did America win World War II?
- Should the US have utilized the atomic bomb to end the war in the Pacific?
- How did Americans help with the war effort at home? What were marginalized groups' contributions? (AAPI, Amistad, LGBTQ/Disabilities, DEI)
- Was the treatment of Japanese & Japanese Americans during the war justified? (AAPI, Holocaust)
- What were the challenges facing marginalized groups during war time domestically? (AAPI, Amistad, Holocaust, LGBTQ/Disabilities, DEI)
- Why are the experiences of homosexual victims of the Holocaust largely missing from the larger narrative of this genocide? (Holocaust, LGBTQ/Disabilities)

Learning Objectives

Students will be able to...

- Evaluate arguments for and against isolationism and interventionism and analyze how the nation got involved in war.
- Evaluate how both the US government and American civilians responded to the attack on Pearl Harbor. (AAPI, Amistad, DEI, LGBTQ+/Disabilities)
- Assess the actions of the federal government to mobilize the nation towards total war.
- Outline and describe the military course of World War II including key turning points.
- Analyze and evaluate debatable decisions of the war, including America's efforts to intervene in the Holocaust, Japanese internment, and the decision to drop the atomic bomb(s). (Amistad, Holocaust, AAPI)
- Evaluate the wartime contribution and challenges of marginalized groups such as African Americans, Women, Hispanic Americans, Asian Americans, Native Americans, LGBTQ. (AAPI, Amistad, Holocaust, LGBTQ/Disabilities)
- Understand and discuss why homosexuals were targeted as victims during the Holocaust. (Holocaust, LGBTQ/Disabilities)
- Assess factors that hindered homosexual survivors from sharing their stories and testimonies in the decades following the Holocaust. (Holocaust, LGBTQ/Disabilities)

Unit IV- The Fifties: #1 with an *

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - List *SUBJECT/CONTENT* standards that are addressed in this unit

- 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.EconGE.12.a: Assess the impact of agricultural innovation on the world economy.
- 6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- 6.1.12.HistoryCC.12.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.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- 6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.
- 6.1.12.HistoryCC.12.e: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
- 6.1.12.HistorySE.12.a: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
- 6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.
- 6.1.12.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.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.
- 6.1.12.EconNE.13.b: Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.
- 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.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.

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

Big Ideas:

- Post- WWII Adjustments & Boom
- The American Dream (Amistad, AAPI, DEI, LGBTQ/Disabilities)
- Communism/ Socialism vs Capitalism (Amistad, LGBTQ/Disabilities)
- The Cold War Origins and how it was “AAFought” in Korea and around the World (AAPI)
- Cold War Impact at Home- McCarthyism, Racism, 2nd Red Scare, Lavender Scare (Amistad, Holocaust, DEI, LGBTQ/Disabilities)

Enduring Understandings:

- America continued its unprecedented economic growth after a brief period of adjustment following World War II.
- Driven by consumerism, many Americans pursued a comfortable, suburban lifestyle denied during the GD and WWII. However, not all Americans had equitable access to opportunities to achieve the American Dream. (Amistad, Holocaust, DEI, LGBTQ/Disabilities)
- The differences between communism and capitalism led to heightened tensions between the US and the USSR that affected events both at home and abroad.

Overarching Essential Questions:

- What is the American Dream and why did so many people feel that they had found it in the 1950s?
- Who didn’t have equitable access to achieving the American Dream, circa 1950? Why? (Amistad, Holocaust, DEI, LGBTQ/Disabilities, AAPI, Climate)
- What is a cold war? How did America fight it? How did it “heat up” during the 1950s? How did Americans including marginalized groups contribute to the fight in the Korean War? (AAPI, Amistad, LGBTQ/Disabilities)
- What does a communist look like? How did America try to protect itself from the communist influence in the country during the 1950s? What were the negative effects of the 2nd Red Scare? (Amistad, Holocaust, LGBTQ/Disabilities)
- What can a democratic society do to protect itself from totalitarianism?
- What is the difference between containment and brinkmanship and how did these terms influence American foreign policy during the 1950s?

Learning Objectives

Students will be able to...

- Describe the American Dream, 50s style, analyze why so many Americans pursued it during this time, and evaluate its impact on social, economic, political, and environmental issues in the United States. (Amistad, LGBTQ+, Disabilities, DEI, Climate)
- Assess the experience and challenges of marginalized groups in the 50s in pursuing the American Dream. (Amistad, Holocaust, LGBTQ/Disabilities, DEI,)
- Define communism, socialism, and capitalism and apply the terms to society and government in the 1950s.
- Evaluate the origins of the Cold War and explain how it was “fought” domestically and abroad. (AAPI)

Unit V- “Perfecting” America: POTUS JFK & POTUS LBJ

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - List *SUBJECT/CONTENT* standards that are addressed in this unit

- 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.EconGE.12.a: Assess the impact of agricultural innovation on the world economy.
- 6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- 6.1.12.HistoryCC.12.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.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- 6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.
- 6.1.12.HistoryCC.12.e: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
- 6.1.12.HistorySE.12.a: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
- 6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy
- 6.1.12.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.EconNE.13.c: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
- 6.1.12.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.

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[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

Big Ideas:

- Expanded Role of the Federal Government Action (6.3 Climate Education)
- Pragmatism
- Civil & Human Rights (Amistad, Holocaust, DEI, AAPI, LGBTQ/Disabilities)
- “The American Dream”

Enduring Understandings:

- Politics in the early 1960s focused on using government to solve lingering societal ills. (Amistad, Holocaust, AAPI, LGBTQ/Disabilities)
- The 1960s social movements were culminations of long processes for change. (Amistad, Holocaust, AAPI, LGBTQ/Disabilities)
- The Great Society and the Warren Court increased the role of the federal government in the lives of Americans. (6.3 Climate Education)

Overarching Essential Questions:

- Was JFK the “American Dream?”
- How did JFK and LBJ respond to civil rights? (Amistad, Holocaust, LGBTQ/Disabilities)
- How did JFK and LBJ respond to social, economic, and political issues?
- In what ways did they expand the role of the federal government?
- Can society be perfect? Or even great?
- What approach most effectively produces political and social change?
- What role should the federal government have in solving local problems?
- How can individual citizens and advocates impact public policy? (6.3 Climate Education)

Learning Objectives

Students will be able to...

- Understand and evaluate JFK’s policy agenda called “The New Frontier” and how it addressed broad social and economic reform.
- Analyze JFK’s foreign policy and approach to the Cold War.
- Analyze the assassination of JFK and assess its impact on the American political landscape, especially with respect to the Election of 1964.
- Compare and contrast the Presidencies of Kennedy & Lyndon B. Johnson in regards to domestic policy.
- Analyze the national legislation, policies, and Supreme Court decisions in promoting civil liberties, equal opportunities, & consumer advocacy. (Amistad, Holocaust, LGBTQ/Disabilities, AAPI, 6.3 Climate Change)

Unit VI- The Stormy Sixties

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - List SUBJECT/CONTENT standards that are addressed in this unit

- 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.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.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.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.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.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.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.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.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.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.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.

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[NJSLs - Life Literacies and Key Skills](#)

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Fundamental Concepts / Big Ideas

Big Ideas:

- Challenging and Changing a Segregation Society (Amistad)
- Organized, Non-Violently Methods Produces Change (Amistad, AAPI, DEI, Holocaust, LGBTQ/Disabilities)
- Civil Rights movement inspires and influences social movements of marginalized groups (Amistad, AAPI, DEI, Holocaust, LGBTQ/Disabilities)
- Origins, Escalation and Impact of US involvement in Vietnam (Amistad, Holocaust, LGBTQ/Disabilities, AAPI)

Enduring Understandings:

- The social change of the 1960s was rooted in cultural shifts from WWII and the 1950s. The 1960s social movements were culminations of long processes for change. (Amistad, Holocaust, LGBTQ/Disabilities, AAPI)
- Escalation in Vietnam led to de-escalation of the CRM & the Great Society as the war overshadowed domestic social issues. (Amistad, Holocaust, LGBTQ/Disabilities, AAPI)

Overarching Essential Questions:

- What approach most effectively produces political and social change?
- Why wasn't there true racial equality before the 1960s? How did African Americans challenge Jim Crow? What/who were the obstacles and successes? (Amistad, AAPI, DEI, Holocaust, LGBTQ/Disabilities)
- Did MLK's dream come true in the 1960s? Today? (Amistad, Holocaust, AAPI, DEI, LGBTQ/Disabilities)
- What were the defining moments of the CRM? (Amistad, Holocaust, AAPI, DEI, LGBTQ/Disabilities)
- How did Vietnam affect 60s social change? (Amistad, Holocaust, AAPI, DEI, LGBTQ/Disabilities)
- How did the politics of the 60s counter culture inspire the fashion and the music of the time? (Amistad, AAPI, DEI, LGBTQ/Disabilities)
- Did the 1960s make America better or worse?

Learning Objectives

Students will be able to...

- Create a timeline of key events of the Civil Rights Movement. (Amistad)
- Assess how organized, non-violently methods produced changes for African Americans as well as other marginalized groups. (Amistad, AAPI, DEI, Holocaust & Genocide, LGBTQ+, Americans with disabilities, Women, Native Americans, Hispanic Americans)
- Analyze the Vietnam War, comparing and contrasting it with previous American conflict. (Amistad, AAPI, DEI, Holocaust, LGBTQ/Disabilities)
- Evaluate 60s music and connect to key events in the 1960s. (Amistad, AAPI, DEI, Holocaust, LGBTQ/Disabilities)

Unit VII- Reborn in an Age of Limits (1970s and 1980s)

Learning Goals: What do I want my students to learn?

Standards

NJSLS - List SUBJECT/CONTENT standards that are addressed in this unit

- 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.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.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.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.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: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.
- 6.1.12.CivicsPR.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.
- 6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
- 6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.
- 6.1.12.HistoryCC.15.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- 6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
- 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.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
- 6.1.12.GeoHE.16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
- 6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
- 6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

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Fundamental Concepts / Big Ideas

Big Ideas:

- Limits on Federal Gov't Power
- Balance of Power b/w Branches of Gov't and State Gov't
- Conservatism
- Human Rights (Amistad, Holocaust/Genocide)
- Reaganomics

Enduring Understandings:

- Democrats and Republicans differ in their understanding of the role of the federal government in American life, leading to different approaches to the problems confronting contemporary American life. (Amistad, LGBTQ/Disabilities, AAPI)
- America's consumption oriented society has prompted great economic growth but left the nation with complicated questions about use of natural resources and issues of opportunity cost. (Climate Education)
- Post-Vietnam, Americans began to recognize the limits of their international influence and their foreign policy liabilities (oil). (Climate Education)
- America's victory in the Cold War reaffirmed the success of our nation.

Essential Questions:

- How have political ideologies shaped America's domestic policies since 1970? -or- Is it possible for liberals and conservatives to get along? (Amistad, LGBTQ/Disabilities)
- How effective was government in the 70s/80s in addressing health, welfare, citizenship status of individuals and groups, and questions of environmental impact? (Amistad, DEI, AAPI, Climate Education, LGBTQ/Disabilities)
- Is American economic success inevitable?
- How did Reaganomics impact marginalized groups and the middle class? (Amistad, DEI, AAPI LGBTQ/Disabilities)
- What is the best way for the US to get its way in foreign policy?
- Did the US win the Cold War or did the USSR lose?
- Who won the cold war – hawks or doves?

Learning Objectives

Students will be able to...

- Compare and contrast the Presidents of the 1970s, analyzing their strengths and weaknesses.
- Analyze the impact of key events started in the 1960s (Great Society, protest movements, Vietnam War, Environmental Movement (Climate Education) on the nation's psyche in the 1970s. (Amistad, Holocaust, LGBTQ/Disabilities, AAPI)
- Analyze the tenets of conservatism and evaluate the movement's impact in the early 1980s. For example, how did Reaganomics impact people of different socioeconomic backgrounds?
- Compare and contrast the approaches Nixon, Carter, and Reagan took towards the Cold War, evaluating the effectiveness of each with respect to domestic security and tranquility and international prestige and power.

Unit VIII- Modern America

Learning Goals: What do I want my students to learn?

Standards

NJSLS - List SUBJECT/CONTENT standards that are addressed in this unit

- 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.a: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
- 6.1.12.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.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.EconNE.14.b: Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.
- 6.1.12.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.HistoryCC.14.a: Develop an argument based on a variety of sources that compares George HW Bush's Iraqi policy with George W. Bush's.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- 6.1.12.HistorySE.14.c: Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.
- 6.1.12.HistoryUP.14.a: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
- 6.1.12.HistoryCC.14.b: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.
- 6.1.12.HistoryCC.14.c: Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.

- 6.1.12.HistoryCC.14.d: Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.
- 6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
- 6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.
- 6.1.12.HistoryCC.15.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- 6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
- 6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
- 6.1.12.HistorySE.15.a: Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
- 6.1.12.HistorySE.15.b: Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
- 6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
- 6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
- 6.1.12.GeoHE.16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
- 6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
- 6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.
- 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
- 6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
- 6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

Big Ideas:

- Post- Cold War World
- Technology (Shrinking World)
- Interconnectedness (6.3 Climate)
- Instant Information Society
- Terrorism
- Political Partisanship
- Economic Recession and Recovery
- Civil Rights & Rule of Law in 21st Century (Amistad, AAPI, DEI, Holocaust, LGBTQ/Disabilities)
- Overcoming Oppression in 21st Century (Amistad, AAPI, DEI, Holocaust, LGBTQ/Disabilities)

Enduring Understandings:

- America's victory in the Cold War reaffirmed the success of our nation.
- Technological innovation has driven the modern American economy as traditional sources of economic strength have ebbed.
- Contemporary foreign policy challenges take on a new look, as America confronts challenges from non-nation states more than ever. (Holocaust)

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- Partisan political philosophies undergird the modern political debate, rendering significant political accomplishment difficult. (Amistad, AAPI, DEI, LGBTQ/Disabilities)
- LGBT people, like other minority groups before them, have encountered structural obstacles in the form of codified laws that have limited their ability to enjoy the full protections of citizenship as dictated by the United States Constitution. (Amistad, AAPI, DEI, Holocaust, LGBTQ/Disabilities)

Essential Questions:

- Upon what will future economic success be based? How can the US capitalize on technological innovations to maintain economic growth?
- What is the best way for the US to get its way in foreign policy?
- Why does Al Qaeda dislike the US so much?
- Can you win a War on Terror?
- Since Vietnam, what have been America’s most impressive foreign policy accomplishments? Least?
- Has political partisanship hamstrung the American political system? Or is contentious debate the essence of a democratic society?
- Many people think of democracy as being the most “fair” type of government, but is that necessarily the case? How can a set of laws favor one particular group in society? (Amistad, Holocaust, AAPI, DEI, LGBTQ/Disabilities)
- How can one recognize or identify situations of systemic inequality? (Amistad, Holocaust, AAPI, DEI, LGBTQ/Disabilities)
- Why might democratic societies pass laws that favor majority groups at the expense of minority groups? (Amistad, Holocaust, AAPI, DEI, LGBTQ/Disabilities)

Learning Objectives

Students will be able to...

- Explain the political spectrum and analysis the impact of political ideology on national politics.
- Evaluate the effectiveness of Presidents Clinton, Bush, and Obama with respect to both domestic and foreign policy and from the perspective of both political parties.(Amistad, LGBTQ/Disabilities)
- Analyze America’s post-Cold War foreign policy, evaluating its success from both the perspective of our nation and other nations in the world.
- Identify Al-Qaeda, Osama bin Laden, and jihad and understand the source of radical Islam’s frustration with democratic capitalism, in general, and the United States, in particular.
- Compare an analysis of histories of marriage discrimination within the Asian-American, African-American, LGBT, and disabled populations throughout American history for the purpose of understanding the various identities of American and how each has encountered obstacles to equal protection before the law. (Amistad, Holocaust, AAPI, DEI, LGBTQ/Disabilities)

Please contact the content supervisor for any questions.