

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

**Moorestown High School
Social Studies Department**

Honors Argumentation & Debate Level III

Date : July 2022

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[Course Description and Fundamental Concepts](#)

Students learn to prepare, analyze and argue propositions presented in the contexts of model congress, policy debate, mock trial, and international relations. Emphasis is on the techniques of speaking, logic, critical thinking, and reference skills. Students are given the opportunity to participate in the South Jersey Debate League, the National Forensic League, and the Mock Trial Team as well as various Model Congress and Model United Nations competitions.

The course is designed for students looking to enhance expression of thoughts and expand methods of persuasion. Students with political interests will find the course a natural fit, but the course remains relevant to all students pursuing critical thinking skills. Participation in competitive debate extracurricular activities is not required, but consideration should be given. **Prerequisites: Honors Argumentation and Debate II**

[New Jersey Student Learning Standards \(NJSLS\)](#)

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

Era 2. Revolution and the New Nation (1754–1820s)

The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states’ rights, and federal power shaped the development of the political institutions and practices of the new Republic.

| Unit Addressed | Core Idea | Performance Expectations |
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| 1, 3 | Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance. | <ul style="list-style-type: none"> • 6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey’s 1776 constitution and the United States Constitution. • 6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today’s political parties. |

Era 5. The Development of the Industrial United States (1870–1900)

Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.

| Unit Addressed | Core Idea | Performance Expectations |
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| 1, 2, 3 | Social and political systems throughout time have promoted and denied civic virtues and democratic principles. | <ul style="list-style-type: none"> • 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. |

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| 1, 2, 3 | Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities. | <ul style="list-style-type: none"> 6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability. |
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| Unit Addressed | Core Idea | Performance Expectations |
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| 1, 3 | Human settlement activities impact the environmental and cultural characteristics of specific places and regions. | <ul style="list-style-type: none"> 6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities. |
| 1, 2, 3 | 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. | 6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities. |
| 1, 2, 3 | 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.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities. |
| 1, 2, 3 | Complex interacting factors influence people's perspective. | 6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities. |
| 1, 2, 3 | Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. | 6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities. |

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.

| Unit Addressed | Core Idea | Performance Expectations |
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| 1, 2, 3 | Social and political systems throughout time have promoted and denied civic virtues and democratic principles. | <ul style="list-style-type: none"> • 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement). • 6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies. |
| 1, 3 | 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. | <ul style="list-style-type: none"> • 6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice. |
| 1, 2, 3 | Political and economic decisions throughout time have influenced cultural and environmental characteristics. | <ul style="list-style-type: none"> • 6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion. |
| 1, 2, 3 | Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture. | <ul style="list-style-type: none"> • 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. |

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| 1, 2, 3 | Governments and financial institutions influence monetary and fiscal policies. | <ul style="list-style-type: none"> • 6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals. |
| 1, 2, 3 | Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. | <ul style="list-style-type: none"> • 6.1.12.HistoryCC.6.c: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone). |

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.

| Unit Addressed | Core Idea | Performance Expectations |
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| 1, 3 | Social and political systems throughout time have promoted and denied civic virtues and democratic principles. | <ul style="list-style-type: none"> • 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). |
| 1, 3 | Advancements in technology, investments in capital goods, and human capital increase productivity, economic growth, and standards of living. | <ul style="list-style-type: none"> • 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. |

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.

| Unit Addressed | Core Idea | Performance Expectations |
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| 1, 3 | Human rights serve as a foundation for democratic beliefs and practices. | <ul style="list-style-type: none"> • 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. |

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| 1, 2, 3 | Human settlement activities impact the environmental and cultural characteristics of specific places and regions. | <ul style="list-style-type: none"> • 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. |
| 1, 3 | 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. | <ul style="list-style-type: none"> • 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. |

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.

| Unit Addressed | Core Idea | Performance Expectations |
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| 1, 2, 3 | Multiple economic indicators are used to measure the health of an economy. | <ul style="list-style-type: none"> • 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. |
| 1, 2, 3 | Governments and financial institutions influence monetary and fiscal policies. | <ul style="list-style-type: none"> • 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). |

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.

| Unit Addressed | Core Idea | Performance Expectations |
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| 1, 2, 3 | 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. | <ul style="list-style-type: none"> • 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). |
| 1, 3 | Political and economic decisions throughout time have influenced cultural and environmental characteristics. | <ul style="list-style-type: none"> • 6.1.12.GeoHE.10.a: Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment. |
| 1, 2, 3 | Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities. | <ul style="list-style-type: none"> • 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. |
| 1, 2, 3, 4 | Governments and financial institutions influence monetary and fiscal policies. | <ul style="list-style-type: none"> • 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. |
| 1, 3 | Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. | <ul style="list-style-type: none"> • 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 |

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| | | <p>impacted New Jersey, the nation, and the environment.</p> <ul style="list-style-type: none"> • 6.1.12.HistoryCA.10.c: Analyze how other nations responded to the Great Depression. |
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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.

| Unit Addressed | Core Idea | Performance Expectations |
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| 1, 3 | Social and political systems throughout time have promoted and denied civic virtues and democratic principles. | <ul style="list-style-type: none"> • 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. |
| 1, 3 | Governments around the world support universal human rights to varying degrees. | <ul style="list-style-type: none"> • 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. |
| 3 | There are multiple and complex causes and effects of historical events. | <ul style="list-style-type: none"> • 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. |

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.

| Unit Addressed | Core Idea | Performance Expectations |
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| 1 | Advancements in technology, investments in capital goods, and human capital increase productivity, economic growth, and standards of living. | <ul style="list-style-type: none"> • 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. |

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| 1, 2, 3 | Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities. | <ul style="list-style-type: none"> • 6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability. |
| 1, 3 | Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. | <ul style="list-style-type: none"> • 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. |
| 1, 3 | Historical sources and evidence provide an understanding of different points of view about historical events. | <ul style="list-style-type: none"> • 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. |

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.

| Unit Addressed | Core Idea | Performance Expectations |
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| 1, 2, 3, 4 | Social and political systems throughout time have promoted and denied civic virtues and democratic principles. | <ul style="list-style-type: none"> • 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). |
| 1, 2, 3, 4 | Political and economic decisions throughout time have influenced cultural and environmental characteristics. | <ul style="list-style-type: none"> • 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. |
| 1, 2, 3, 4 | 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. | <ul style="list-style-type: none"> • 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). |

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.

| Unit Addressed | Core Idea | Performance Expectations |
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| 1, 3, 4 | Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level. | <ul style="list-style-type: none"> • 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. |
| 1, 2, 3 | Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time. | <ul style="list-style-type: none"> • 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 |

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| | | <p>document the long-term impact of these decisions on the protection of civil and human rights.</p> <ul style="list-style-type: none"> • 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. |
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| Unit Addressed | Core Idea | Performance Expectations |
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| 1, 2, 3, 4 | Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives. | <ul style="list-style-type: none"> • 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. |
| 1, 2, 3, 4 | Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights. | <ul style="list-style-type: none"> • 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. |
| 1, 2, 3, 4 | Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. | <ul style="list-style-type: none"> • 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. |
| 1, 2, 3, 4 | Political and economic decisions throughout time have influenced cultural and environmental characteristics. | <ul style="list-style-type: none"> • 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. |

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| 1, 2, 3, 4 | Governments and financial institutions influence monetary and fiscal policies. | <ul style="list-style-type: none"> • 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. |
| 1, 2, 3, 4 | 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. | <ul style="list-style-type: none"> • 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. |
| 1, 3, 4 | 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. | <ul style="list-style-type: none"> • 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. |

| Unit Addressed | Core Idea | Performance Expectations |
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| 1, 2, 3, 4 | Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. | <ul style="list-style-type: none"> • 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. |

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| 1, 2, 3 | Historical sources and evidence provide an understanding of different points of view about historical events. | <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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. |
| 1, 2, 3 | Complex interacting factors influence people’s perspective. | <ul style="list-style-type: none"> • 6.1.12.HistoryUP.14.a: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties. |
| 1, 2, 3 | Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. | <ul style="list-style-type: none"> • 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. |

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.

| Unit Addressed | Core Idea | Performance Expectations |
|----------------|---|---|
| 1, 2, 3 | Governments around the world support universal human rights to varying degrees. | <ul style="list-style-type: none"> • 6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers. |
| 1, 2, 3 | Multiple economic indicators are used to measure the health of an economy. | <ul style="list-style-type: none"> • 6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget. |

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| 1, 2, 3 | Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. | <ul style="list-style-type: none"> • 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. |
| 1, 2, 3, 4 | Historical sources and evidence provide an understanding of different points of view about historical events. | <ul style="list-style-type: none"> • 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 6. Contemporary Issues

Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.

| Unit Addressed | Core Idea | Performance Expectations |
|----------------|---|--|
| 1, 2, 3, 4 | Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance. | <ul style="list-style-type: none"> • 6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues. |

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| 1, 2, 3, 4 | Governments around the world support universal human rights to varying degrees. | <ul style="list-style-type: none"> • 6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences. |
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| Unit Addressed | Core Idea | Performance Expectations |
|-----------------------|---|---|
| 1, 2, 3 | Human and civil rights support the worth and dignity of the individual. | <ul style="list-style-type: none"> • 6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights. |
| 1, 2, 3, 4 | Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. | <ul style="list-style-type: none"> • 6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use. |
| 1, 2, 3 | 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. | <ul style="list-style-type: none"> • 6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy. • 6.2.12.EconGE.6.b: Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies. |
| 1, 2, 3 | Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture. | <ul style="list-style-type: none"> • 6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy. |

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| 1, 2, 3, 4 | Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. | <ul style="list-style-type: none"> 6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies. |
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Civics, Government, and Human Rights: Human and Civil Rights

| Unit Addressed | Core Idea | Performance Expectations |
|----------------|---|--|
| 1, 2, 3 | Governments around the world support universal human rights to varying degrees. | <ul style="list-style-type: none"> 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. |

History, Culture, and Perspective: Historical Sourcing and Evidence

| Unit Addressed | Core Idea | Performance Expectations |
|----------------|---|---|
| 4 | Historical sources and evidence provide an understanding of different points of view about historical events. | <ul style="list-style-type: none"> 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

| Unit Addressed | Core Idea | Performance Expectations |
|----------------|---|--|
| 1, 2, 3, 4 | Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. | <ul style="list-style-type: none"> 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](#)

List grade-level appropriate companion standards for *History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12*. English Companion Standards are required in these subject/content areas.

| Unit Addressed | Standard # | Standard Description |
|------------------|---------------|--|
| Units 1, 2,3,4,5 | 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. |
| Units 1, 2,3,4,5 | 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. |
| Units 1, 2,3,4,5 | 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. |
| Units 1, 2,3,4 | 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). |
| Units 1, 2,3,4 | 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. |
| Units 1, 2,3,4,5 | RH.11-12.6. | Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. |
| Units 1, 2,3,4,5 | 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. |
| Units 1, 2,3,4 | RH.11-12.8. | Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources. |
| Units 1, 2,3,4 | 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. |
| Units 1, 2,3,4 | 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. |
| Units 1, 2,3,4,5 | WHST.11-12.1. | Write arguments focused on discipline-specific content. |

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| | | <p>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.</p> <p>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> <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> |
| Units 1, 2,3,4,5 | 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> |
| Units 1, 2,3,4 | WHST.11-12.4. | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> |

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| Units 1, 2,3,4,5 | 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. |
| Units 1, 2,3,4 | 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. |
| Units 1, 2,3,4 | 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. |
| Units 1, 2,3,4 | 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. |
| Units 1, 2,3,4,5 | WHST.11-12.9. | Draw evidence from informational texts to support analysis, reflection, and research. |
| Units 1, 2,3,4,5 | 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. |

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, 4 | 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</p> |

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| | | <p><i>learning experiences, apprenticeships, and dual enrollment programs.</i></p> <p>9.2.12.CAP.3: <i>Investigate how continuing education contributes to one's career and personal growth.</i></p> |
| 1, 2, 3, 4 | <p>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</p> | <p>9.2.12.CAP.4: <i>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.</i></p> <p>9.2.12.CAP.5: <i>Assess and modify a personal plan to support current interests and postsecondary plans.</i></p> <p>9.2.12.CAP.6: <i>Identify transferable skills in career choices and design alternative career plans based on those skills.</i></p> <p>9.2.12.CAP.7: <i>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.</i></p> <p>9.2.12.CAP.8: <i>Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</i></p> <p>9.2.12.CAP.9: <i>Locate information on working papers, what is required to obtain them, and who must sign them.</i></p> <p>9.2.12.CAP.10: <i>Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</i></p> <p>9.2.12.CAP.11: <i>Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</i></p> |
| 1, 2, 3, 4 | <p>An individual's income and benefit needs and financial plan can change over time.</p> | <p>9.2.12.CAP.12: <i>Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</i></p> <p>9.2.12.CAP.13: <i>Analyze how the economic, social, and political conditions of a time period can affect the labor market.</i></p> |

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| 1, 2, 3, 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. | 9.2.12.CAP.14: <i>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.</i> |
| 1, 2, 3, 4 | Understanding income involves an analysis of payroll taxes, deductions and earned benefits. | <p>9.2.12.CAP.15: <i>Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.</i></p> <p>9.2.12.CAP.16: <i>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.</i></p> <p>9.2.12.CAP.17: <i>Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</i></p> <p>9.2.12.CAP.18: <i>Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).</i></p> <p>9.2.12.CAP.19: <i>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.</i></p> <p>9.2.12.CAP.20: <i>Analyze a Federal and State Income Tax Return.</i></p> |
| 1, 2, 3, 4 | 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: <i>Explain low-cost and low-risk ways to start a business.</i></p> <p>9.2.12.CAP.22: <i>Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.</i></p> <p>9.2.12.CAP.23: <i>Identify different ways to obtain capital for starting a business</i></p> |

Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

| By Grade 12 | | |
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| Unit Addressed | Core Idea | Standard / Description |
| 1, 2, 3, 4 | Creativity and Innovation: With a growth mindset, failure is an important part of success. | <i>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</i> |
| 1, 2, 3, 4 | Critical Thinking and Problem-solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. | <i>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). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.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). 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.</i> |
| 1, 2, 3, 4 | 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. | <i>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). 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics</i> |
| 1, 2, 3, 4 | 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. | <i>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). 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). 9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</i> |
| 1, 2, 3, 4 | Digital Citizenship: Cultivating online reputations for employers and academia requires separating private and professional digital identities. | <i>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</i> |

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| 1, 2, 3, 4 | <p>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.</p> | <p><i>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).</i></p> |
| 1, 2, 3, 4 | <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> |
| 1, 2, 3, 4 | <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 | <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> |

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| 1, 2, 3, 4 | <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> |
| 1, 2, 3, 4 | <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., NJLSA.SL5).</i></p> |
| 1, 2, 3, 4, 5 | <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., NJLSA.W1, 7.1.AL.PRSNT.4).</i></p> |
| 1, 2, 3, 4 | <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., NJLSA.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, 3, 4 | <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> |

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| 1, 2, 3, 4 | 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. | <i>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</i> <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> |
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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 |
|----------------|--|---|
| Units 1,2,3,4 | Creating | <i>Anchor Standard 1: Generating and conceptualizing ideas.</i> <i>Anchor Standard 2: Organizing and developing ideas.</i> <i>Anchor Standard 3: Refining and completing products.</i> |
| Units 1,2,3,4 | Connecting | <i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i> <i>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i> |
| Units 1,2,3,4 | Performing/ Presenting/ Producing | <i>Anchor Standard 4: Selecting, analyzing, and interpreting work.</i> <i>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</i> <i>Anchor Standard 6: Conveying meaning through art.</i> |
| Units 1,2,3,4 | Responding | <i>Anchor Standard 7: Perceiving and analyzing products.</i> <i>Anchor Standard 8: Applying criteria to evaluate products.</i> <i>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 | <i>RI.9-10.8.</i> | <i>Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</i> |
| 1, 2, 3, 4 | <i>W.9-10.1.</i> | <p><i>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i></p> <p><i>A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</i></p> <p><i>B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</i></p> |

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

| Unit Addressed | Performance Expectations |
|----------------|--|
| 1, 4 | <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</p> |

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| | <p>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> |
| 4 | <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, 3, 4 | <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 | <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 | <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) |
|---|--|
| 1. Model Congress/Parliamentary Debate | September (~19 days) |
| 1. Model Congress/Parliamentary Debate | October (~19 days) |
| 1. Model Congress/Parliamentary Debate | November (~16 days) |
| 2. Policy Debate | December (~15 days) |
| 2. Policy Debate | January (~18 days) |
| 2. Policy Debate | February (~18 days) |
| 3. Lincoln Douglas | March (~15-20 days) |
| Current Events | April (~15-20 days) |
| 4. Mock Trial | May (~18 days) |
| 4. Mock Trial | June (~15 days) |

Units Scope and Sequence

Unit 1: Model Congress

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS -

6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey’s 1776 constitution and the United States Constitution.

6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today’s political parties.

6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.

6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement).

6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.

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.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

6.1.12.HistoryCC.6.c: Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).

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.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.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.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.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.

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.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.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.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.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.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.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.
- 6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
- 6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- 6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
- 6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- 6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
- 6.2.12.EconGE.6.b: Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
- 6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.
- 6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.
- 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.
- 6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

[NJSLS - English Language Arts Companion Standards](#)

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

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

[NJSLS - Interdisciplinary Standards](#)

Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)

- Students will be introduced to the American system of government and how laws are developed, written and signed into legislation.
- Students will become familiar with the United States Constitution.
- Students will write, debate and vote on new legislation or amendments to current legislation.

Objectives

Students will be able to...

- Create and analyze legislation
- Develop an argument
- Critique an argument
- Cite research
- Analyze the impact of legislation
- Use rules of parliamentary procedure

Unit 2: Policy Debate

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) -

- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
- 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
- 6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
- 6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
- 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.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
- 6.1.12.HistoryCC.6.c: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).
- 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.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.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.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.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

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

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

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

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

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

6.1.12.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.
- 6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
- 6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- 6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
- 6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- 6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
- 6.2.12.EconGE.6.b: Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
- 6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.
- 6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.
- 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.
- 6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

[NJSLS - English Language Arts Companion Standards](#)

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[NJSLS - Interdisciplinary Standards](#)

Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)

- Students will use various media sources to examine the national debate topic established annually by the National Forensics League.
- Students will learn the procedures and format of Policy Debate.
- Students will conduct in-class policy debates on the annual topic.

Objectives

Students will be able to...

- Conduct focused research
- Develop a policy plan
- Use rhetorical voting issues to defend and critique arguments
- Analyze argument briefs
- Create argument briefs
- Develop questioning strategies focused on arguments

Unit 3: Lincoln-Douglas Debate

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) -

6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.

6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.

6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.

6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).

6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.

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.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

6.1.12.HistoryCC.6.c: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).

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.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.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.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.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.

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.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.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.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.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.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.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.

6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.

6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.

6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

6.2.12.EconGE.6.b: Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.

6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.

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.

6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

[NJSLS - English Language Arts Companion Standards](#)
[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLS - Life Literacies and Key Skills](#)
[NJSLS - Interdisciplinary Standards](#)

Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)

- Students will study the philosophy of values
- Students will be introduced to the format and procedures of Lincoln-Douglas Debate as well as the history behind them.
- Students will use various media sources to research given Lincoln-Douglas topics. (**Amistad, Disabled and LGBT Persons, Diversity and Inclusion, AAPI**)
- Students will conduct in-class Lincoln-Douglas Debates.

Objectives

Students will be able to...

- Contextualize philosophical values into arguments
- Extrapolate arguments from a resolution proposition
- Critique an argument
- Cite research (**Amistad, Disabled and LGBT Persons, Diversity and Inclusion, AAPI**)
- Use rules of Lincoln-Douglas style debate

Unit 4: Mock Trial

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) -

- 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.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.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.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.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates’ rhetoric was inclusive, expansive, stereotypical or biased.
- 6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.1.12.HistorySE.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.
- 6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
- 6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- 6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- 6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.
- 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).
- 6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

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[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLS - Life Literacies and Key Skills](#)
[NJSLS - Interdisciplinary Standards](#)

Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)

- Students will be introduced to the American legal system and how lawyers construct cases.
- Using the case provided annually by the New Jersey State Bar Association, students will break down and develop a court case including opening and closing statements and direct and cross examination of witnesses.
- Students will enact a mock trial.

Objectives

Students will be able to...

- Create opening & closing statements, direct & cross examinations
- Construct a court case for the prosecution and defense
- Identify elements of judicial proceedings

Please contact the Content Supervisor for any questions.