

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

*Moorestown High School
Social Studies*

*Advanced Placement Government & Politics
Grade 11*

Date : June 2022

Prepared by: *Melanie Bruno*

Supervisor: Roseth Rodriguez

Contents

<u>Administration</u>	3
<u>Course Description and Fundamental Concepts</u>	4
<u>New Jersey Student Learning Standards</u>	5
<u>Pacing Guide</u>	46
<u>Units Scope and Sequence</u>	47

Board of Education

Mr. Maurice Weeks, President

Ms. Melissa Arcaro Burns

Ms. Jill Fallows Macaluso

Dr. Mark Snyder, Vice President

Mr. Mark Villanueva

Ms. Lauren Romano

Dr. Sandra Alberti

Ms. Cheryl Makopoulos

Administration

Mr. Michael Volpe, Superintendent of Schools

Dr. Karen Benton, Director of Curriculum, Instruction, & Innovation

Dr. David Tate, Director of Special Education

Ms. Carole Butler, Director of Human Resources & Diversity

Mr. Jeffrey Arey, Director of Educational Technology

Mr. James Heiser, Business Administrator/Board Secretary

Principals

Mr. Andrew Seibel, Moorestown High School

Mr. Matthew Keith, William Allen Middle School

Ms. Susan Powell, Moorestown Upper Elementary School

Ms. Michelle Rowe, George C. Baker School

Mr. Brian Carter, Mary E. Roberts School

Ms. Heather Hackl, South Valley School

Supervisors of Curriculum and Instruction

Ms. Jacqueline Brownell, Language Arts & Media K-12

Ms. Julie Colby, Mathematics K- 12

Mr. Shawn Counard, Athletics, Physical Education/Health K-12

Ms. Kat D'Ambra, Guidance K-12

Ms. Leslie Wyers, Special Education Pre-K – 6

Ms. Cynthia Moskalow, Special Education 7 – Post Graduation

Mr. Gavin Quinn, Science K-12

Ms. Roseth Rodriguez, Social Studies & World Languages K – 12

Ms. Patricia Rowe, Visual & Performing Arts, Technology & Engineering, Business K-12

Ms. Leslie Wyers, Special Education Pre-K – 6

[Course Description and Fundamental Concepts](#)

Advanced Placement U.S. Government

Level: 5 Grades: 11-12 5 Credits

A course on American government should not only provide a study of the structure of government and its regulatory, or controlling function, but more importantly, must teach the citizen responsibility for setting and controlling that government's goals, and ultimate political behavior. An informed, judicious, and active electorate benefits the nation and its posterity. It is the prime responsibility and goal of this course to educate, challenge and even inspire young citizens to accept and perform the political duties of a good and just government. Areas studied in this course include: (1) the Constitution of the United States itself, its basic structure, its language, its roots in history, and its evolution as a living document; (2) the mechanics of Constitutional government, legislative, executive and judicial; (3) the processes of public policy-making and enforcement; (4) the influences, both public and institutional upon the functioning of government; (5) the major philosophical approaches to governance and the parameters of authority in a democracy; and (6) the role and responsibilities of the citizenry. **Prerequisite:** Advanced Placement U.S. History in 10th Grade. This course will count as an elective for all other students.

New Jersey Student Learning Standards (NJSLs)

Subject/Content Standards

Include grade-appropriate subject/content standards that will be addressed

Era 1. Colonization and Settlement (1585–1763)

North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.

Core Idea	Units Addressed	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	Unit I	<ul style="list-style-type: none"> 6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.	Unit I,II,IV & V	<ul style="list-style-type: none"> 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	Unit I	<ul style="list-style-type: none"> 6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	Unit I	<ul style="list-style-type: none"> 6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	Unit I	<ul style="list-style-type: none"> 6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.

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.

Core Idea	Unit Addressed	Performance Expectations
<p>Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.</p>	<p>Unit I.</p>	<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.
<p>Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.</p>	<p>Unit I.II,II,IV & V</p>	<ul style="list-style-type: none"> • 6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
<p>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.</p>	<p>Unit I.II,II,IV & V</p>	<ul style="list-style-type: none"> • 6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
<p>Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.</p>	<p>Unit I.II</p>	<ul style="list-style-type: none"> • 6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity. • 6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

<p>Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.</p>	<p>Unit I</p>	<ul style="list-style-type: none"> • 6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism. • 6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
<p>Resources impact what is produced and employment opportunities.</p>	<p>Unit I</p>	<ul style="list-style-type: none"> • 6.1.12.EconET.2.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
<p>Chronological sequencing serves as a tool for analyzing past and present events.</p>	<p>Unit I</p>	<ul style="list-style-type: none"> • 6.1.12.HistoryCC.2.a: Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies. • 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).

<p>Core Idea</p>	<p>Unit Addressed</p>	<p>Performance Expectations</p>
<p>To better understand the historical perspective, one must consider historical context.</p>	<p>Unit I</p>	<ul style="list-style-type: none"> • 6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war. • 6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War. • 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

Historical sources and evidence provide an understanding of different points of view about historical events.	Unit I & Unit V	<ul style="list-style-type: none"> 6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	Unit I & II	<ul style="list-style-type: none"> 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

Era 3. Expansion and Reform (1801–1861)

Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.

Core Idea	Unit Addressed	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	Unit I,II,III,IV & V	<ul style="list-style-type: none"> 6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices. 6.1.12.CivicsPI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	Unit I & V	<ul style="list-style-type: none"> 6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance). 6.1.12.CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. 6.1.12.CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.		<ul style="list-style-type: none"> • 6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.
Resources impact what is produced and employment opportunities.		<ul style="list-style-type: none"> • 6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
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.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.		<ul style="list-style-type: none"> • 6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
To better understand the historical perspective, one must consider historical context.	Unit I	<ul style="list-style-type: none"> • 6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).
Complex interacting factors influence people's perspective.	Unit I & V	<ul style="list-style-type: none"> • 6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.

Core Idea	Units Addressed	Performance Expectations
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	Unit I	<ul style="list-style-type: none"> • 6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850). • 6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	Unit I,II,III,IV & V	<ul style="list-style-type: none"> • 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Era 4. Civil War and Reconstruction (1850–1877)

The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

Core Idea	Units Addressed	Performance Expectations
Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.	Unit I,II,III,IV & V	<ul style="list-style-type: none"> • 6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies. • 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
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.	Unit V	<ul style="list-style-type: none"> • 6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.		<ul style="list-style-type: none"> 6.1.12.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	Unit III	<ul style="list-style-type: none"> 6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.

Core Idea	Unit Addressed	Performance Expectations
Resources impact what is produced and employment opportunities.		<ul style="list-style-type: none"> 6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.		<ul style="list-style-type: none"> 6.1.12.EconNE.4.a: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
There are multiple and complex causes and effects of historical events.	Unit IV & V	<ul style="list-style-type: none"> 6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
To better understand the historical perspective, one must consider historical context.	Unit V	<ul style="list-style-type: none"> 6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
Complex interacting factors influence people's perspective.		<ul style="list-style-type: none"> 6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.

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.4.b: Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
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.4.a: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

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.

Core Idea	Units Covered	Performance Expectations
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	Unit III, IV & V	<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.
Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.	Unit II	<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.

Core Idea	Units Addressed	Performance Expectations
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.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.

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.
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.	Unit IV	<ul style="list-style-type: none"> 6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.		<ul style="list-style-type: none"> 6.1.12.EconNE.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.
Multiple economic indicators are used to measure the health of an economy.	Unit II	<ul style="list-style-type: none"> 6.1.12.EconNE.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
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.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.
Complex interacting factors influence people's perspective.		<ul style="list-style-type: none"> 6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	Unit II	<ul style="list-style-type: none"> 6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

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

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

Core Idea	Units Addressed	Performance Expectations
<p>Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</p>	<p>Unit I, II, III, IV & V</p>	<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.
<p>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.</p>	<p>Unit II</p>	<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.
<p>Political and economic decisions throughout time have influenced cultural and environmental characteristics.</p>		<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.
<p>Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.</p>		<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.
<p>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.</p>		<ul style="list-style-type: none"> • 6.1.12.EconEM.6.a: Determine how supply and demand influenced price and output during the Industrial Revolution.

Governments and financial institutions influence monetary and fiscal policies.	Unit I, II, IV	<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.
There are multiple and complex causes and effects of historical events.		<ul style="list-style-type: none"> 6.1.12.HistoryCC.6.a: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	Unit IV	<ul style="list-style-type: none"> 6.1.12.HistoryCC.6.b: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power. 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).

Core Idea	Units Covered	Performance Expectations
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	Unit V	<ul style="list-style-type: none"> 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.

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

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

Core Idea	Units Addressed	Performance Expectations
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	Unit IV & V	<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).
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 work force in large numbers during World War I.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	Unit IV	<ul style="list-style-type: none"> • 6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.		<ul style="list-style-type: none"> • 6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country. • 6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war. • 6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).
To better understand the historical perspective, one must consider historical context.		<ul style="list-style-type: none"> • 6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

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

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

Core Idea	Units Addressed	Performance Expectation
-----------	-----------------	-------------------------

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.
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.
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.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	Unit V	<ul style="list-style-type: none"> • 6.1.12.EconNE.8.a: Analyze the push-pull factors that led to the Great Migration.
There are multiple and complex causes and effects of historical events.	Unit V	<ul style="list-style-type: none"> • 6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence. • 6.1.12.HistoryCC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.		<ul style="list-style-type: none"> • 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

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

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

Core Idea	Units Addressed	Performance Expectations
Political and economic decisions throughout time have influenced cultural and environmental characteristics.		<ul style="list-style-type: none"> 6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
Multiple economic indicators are used to measure the health of an economy.	Unit II	<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.
Governments and financial institutions influence monetary and fiscal policies.	Unit II	<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).
There are multiple and complex causes and effects of historical events.		<ul style="list-style-type: none"> 6.1.12.HistoryCC.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.		<ul style="list-style-type: none"> 6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
Complex interacting factors influence people's perspective.		<ul style="list-style-type: none"> 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.

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

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

Core Idea	Units Addressed	Performance Expectations
<p>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.</p>	<p>Units V</p>	<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).
<p>Political and economic decisions throughout time have influenced cultural and environmental characteristics.</p>		<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.
<p>Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.</p>		<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.
<p>Governments and financial institutions influence monetary and fiscal policies.</p>	<p>Unit II</p>	<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.

<p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p>		<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 impacted New Jersey, the nation, and the environment. • 6.1.12.HistoryCA.10.c: Analyze how other nations responded to the Great Depression.
--	--	---

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

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

Core Idea	Units Addressed	Performance Expectations
<p>Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</p>	<p>Unit IV & V</p>	<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.
<p>Governments around the world support universal human rights to varying degrees.</p>	<p>Unit IV</p>	<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.
<p>Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).</p>		<ul style="list-style-type: none"> • 6.1.12.EconET.11.a: Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.

<p>Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</p>		<ul style="list-style-type: none"> • 6.1.12.EconNE.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
<p>There are multiple and complex causes and effects of historical events.</p>	<p>Unit IV</p>	<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
<p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p>		<ul style="list-style-type: none"> • 6.1.12.HistoryCA.11.a: Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II. • 6.1.12.HistoryCA.11.b: Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).
<p>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</p>		<ul style="list-style-type: none"> • 6.1.12.HistoryCC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
<p>To better understand the historical perspective, one must consider historical context.</p>		<ul style="list-style-type: none"> • 6.1.12.HistoryUP.11.a: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. • 6.1.12.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

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

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

Core Idea	Units Addressed	Performance Expectations
<p>Advancements in technology, investments in capital goods, and human capital increase productivity, economic growth, and standards of living.</p>		<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.
<p>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.</p>		<ul style="list-style-type: none"> 6.1.12.EconGE.12.a: Assess the impact of agricultural innovation on the world economy.
<p>Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.</p>	Unit II	<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.
<p>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</p>	Unit IV	<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.

		<ul style="list-style-type: none"> • 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.
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.

Core Idea	Units Addressed	Performance Expectations
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.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., <i>Hedgepeth and Williams v. Trenton Board of Education</i>), and New Jersey's laws in eliminating segregation and discrimination.
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	Unit III, IV & V	<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, <i>Brown v. Board of Education</i>, and <i>Roe v. Wade</i>).
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.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and

		<p>describe how this movement impacted cities.</p> <ul style="list-style-type: none"> • 6.1.12.GeoPP.13.b: Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
<p>Political and economic decisions throughout time have influenced cultural and environmental characteristics.</p>		<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.
<p>Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</p>		<ul style="list-style-type: none"> • 6.1.12.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.
<p>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.</p>	<p>Unit V</p>	<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).
<p>Governments and financial institutions influence monetary and fiscal policies.</p>	<p>Unit II</p>	<ul style="list-style-type: none"> • 6.1.12.EconNE.13.b: Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation. • 6.1.12.EconNE.13.c: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
<p>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</p>		<ul style="list-style-type: none"> • 6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.

Core Idea	Units Addressed	Performance Expectations
		<ul style="list-style-type: none"> • 6.1.12.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	Unit V	<ul style="list-style-type: none"> • 6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans. • 6.1.12.HistoryCC.13.d: Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
Complex interacting factors influence people’s perspective.		<ul style="list-style-type: none"> • 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
Historical sources and evidence provide an understanding of different points of view about historical events.		<ul style="list-style-type: none"> • 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.

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

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

Core Idea	Units Addressed	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	Units II	<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.

<p>Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.</p>	<p>Units I, II,III, IV & V</p>	<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 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.
--	------------------------------------	---

Core Idea	Units Addressed	Performance Expectations
<p>An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential.</p>	<p>Units I, II & III</p>	<ul style="list-style-type: none"> • 6.1.12.CivicsCM.14.a: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
<p>Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.</p>	<p>Units II,III, IV & V</p>	<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.
<p>Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.</p>	<p>Units I,II,III, IV & V</p>	<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.

<p>Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.</p>	<p>Units I, II,III, IV & V</p>	<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.
<p>Political and economic decisions throughout time have influenced cultural and environmental characteristics.</p>	<p>Units IV</p>	<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.
<p>Governments and financial institutions influence monetary and fiscal policies.</p>	<p>Unit II, III, IV</p>	<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.
<p>Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production.</p>	<p>Units I, II,III, IV & V</p>	<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.

<p>The specialization of labor leads to greater efficiency in the means of production and the circular flow of goods and services between markets through a medium of exchange.</p>		<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.
---	--	--

Core Idea	Units Covered	Performance Expectations
<p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p>	<p>Units II, III & IV</p>	<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.
<p>Chronological sequencing serves as a tool for analyzing past and present events.</p>	<p>Unit IV</p>	<ul style="list-style-type: none"> • 6.1.12.HistoryCC.14.a: Develop an argument based on a variety of sources that compares George HW Bush’s Iraqi policy with George W. Bush’s.
<p>Historical sources and evidence provide an understanding of different points of view about historical events.</p>	<p>Unit I, II, III, IV & V</p>	<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. • 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.

Complex interacting factors influence people’s perspective.	Unit II, III, IV & V	<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.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	Unit IV	<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.

Core Idea	Units Addressed	Performance Expectations
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.	Unit IV	<ul style="list-style-type: none"> 6.1.12.CivicsPR.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.
Governments around the world support universal human rights to varying degrees.		<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.
Multiple economic indicators are used to measure the health of an economy.	Unit II	<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.

<p>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</p>	<p>Unit IV</p>	<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.
<p>Historical sources and evidence provide an understanding of different points of view about historical events.</p>		<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 16. Contemporary United States: Interconnected Global Society (1970–Today)

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

Core Idea	Units Addressed	Performance Expectations
<p>Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.</p>	<p>Unit II, III & IV</p>	<ul style="list-style-type: none"> • 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.	Unit V	<ul style="list-style-type: none"> • 6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
Long-term climate variability has influenced human migration and settlement patterns, resource use, and land uses at local-to-global scales.		<ul style="list-style-type: none"> • 6.1.12.GeoHE.16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.	Unit II	<ul style="list-style-type: none"> • 6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	Unit II	<ul style="list-style-type: none"> • 6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship. • 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
To better understand the historical perspective, one must consider historical context.		<ul style="list-style-type: none"> • 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.		<ul style="list-style-type: none"> • 6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries. • 6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

Civics, Government, and Human Rights: Participation and Deliberation

Core Idea	Units Addressed	Performance Expectations
Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.		<ul style="list-style-type: none">• 6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

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

Core Idea	Units Addressed	Performance Expectations
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.

Geography, People, and the Environment: Global Interconnections

Core Idea	Unit Addressed	Performance Expectations
Global interconnections create complex spatial patterns at multiple scales that continue to change over time.		<ul style="list-style-type: none">• 6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

Economics, Innovation, Technology: Global Economy

Core Idea	Unit Addressed	Performance Expectations
Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.		<ul style="list-style-type: none">• 6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.

History, Culture, and Perspective: Historical Sourcing and Evidence

Core Idea	Unit Addressed	Performance Expectations
Historical sources and evidence provide an understanding of different points of view about historical events.	Unit V	<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

Core Idea	Unit Addressed	Performance Expectations
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	Unit I, II, III, IV & V	<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, 5	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, 5	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, 5	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, 5	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, 5	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. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing

		<p>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>
<p>Units 1, 2,3,4, 5</p>	<p>WHST.11-12.2.</p>	<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>
<p>Units 1, 2,3,4, 5</p>	<p>WHST.11-12.4.</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

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, 5	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, 5	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, 5	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
-----------------------	------------------	-------------------------------

<p>Units 1,2,3,4&5</p>	<p>There are strategies to improve one's professional value and marketability.</p>	<p>9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.</p> <p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p>
<p>Units 1,2,3,4&5</p>	<p>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</p>	<p>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p> <p>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</p> <p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p>9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</p>
<p>Units 1,2,3,4&5</p>	<p>An individual's income and benefit needs and financial plan can change over time.</p>	<p>9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</p> <p>9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p>

<p>Units 1,2,3,4&5</p>	<p>Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.</p>	<p>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></p>
<p>Units 1,2,3,4&5</p>	<p>Understanding income involves an analysis of payroll taxes, deductions and earned benefits.</p>	<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>
<p>Units 1,2,3,4&5</p>	<p>There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.</p>	<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		
Unit Addressed	Core Idea	Standard / Description
Units 1,2,3,4&5	Creativity and Innovation: With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Units 1,2,3,4&5	Creativity and Innovation: Innovative ideas or innovation can lead to career opportunities.	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
Units 1,2,3,4&5	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.	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.
Units 1,2,3,4&5	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.	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

<p>Units 1,2,3,4&5</p>	<p>Digital Citizenship: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights.</p>	<p><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).</i></p> <p><i>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).</i></p> <p><i>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</i></p>
<p>Units 1,2,3,4&5</p>	<p>Digital Citizenship: Cultivating online reputations for employers and academia requires separating private and professional digital identities.</p>	<p><i>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</i></p>
<p>Units 1,2,3,4&5</p>	<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>

<p>Units 1,2,3,4&5</p>	<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>
<p>Units 1,2,3,4&5</p>	<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>
<p>Units 1,2,3,4&5</p>	<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> <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., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).</i></p>

<p>Units 1,2,3,4&5</p>	<p>Information and Media Literacy: Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully</p>	<p><i>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</i></p> <p><i>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</i></p>
<p>Units 1,2,3,4&5</p>	<p>Information and Media Literacy: In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p>	<p><i>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</i></p> <p><i>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).</i></p>
<p>Units 1,2,3,4&5</p>	<p>Information and Media Literacy: Accurate information may help in making valuable and ethical choices.</p>	<p><i>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).</i></p>
<p>Units 1,2,3,4&5</p>	<p>Information and Media Literacy: Media have embedded values and points of view.</p>	<p><i>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</i></p> <p><i>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</i></p>
<p>Units</p>	<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>

Units 1,2,3,4&5	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>
--------------------	--	--

Interdisciplinary Connections (2020 NJSL)
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&5	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&5	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&5	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&5	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>

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

Unit Addressed	Performance Expectations
Unit I, II, III, IV & V	Amistad Law: N.J.S.A. 18A 35-4.43 (Grades K-12) Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on

	<p>the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.</p> <p>The instruction shall enable students to identify and analyze applicable theories concerning human nature and behavior; to know and understand the nation's heritage of slavery and freedom; to know and understand the impact of African diasporic cultures and institutions on the Americas; to know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period; to know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society; to know and understand citizenship and disenfranchisement; and to understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population, especially the personal and civic development of students in grades kindergarten through 12. The instruction shall also emphasize the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all.</p>
Unit V	<p>Holocaust/Genocide Law: N.J.S.A. 18A:35-28 (Grades K-12)</p> <p>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>
Unit V	<p>Disabled and LGBT Persons Law: N.J.S.A. 18A:35-4.35 (Grades 6 -12)</p> <p>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>
Unit I, II, III, IV & V	<p>Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a (Grades K-12)</p> <p>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,</p>

	and religious beliefs.
Unit V	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.

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

Unit/ Topic	Month (w/Approx number of Teaching Days)
Course Introduction Unit I: Foundations of American Government A. Government in Our Lives B. Creation of Our Federal Government C. The Constitution D. Our Federal System	September (~19 days)
Unit II: American Political Ideologies and Beliefs A. Political Culture and Ideology B. Voting and Polling C. Public Opinion	October (~19 days)
Unit III: Political Participation A. Political Parties B. Elections C. Mass Media D. Interest Groups	November (~16 days)
Unit III: Political Participation A. Political Parties B. Elections C. Mass Media D. Interest Groups	December (~15 days)
Unit IV: Interactions Among the Branches A. The Legislative Branch B. The Executive Branch C. The Bureaucracy D. The Judiciary	January (~18 days)
Unit IV: Interactions Among the Branches A. The Legislative Branch B. The Executive Branch C. The Bureaucracy D. The Judiciary	February (~18 days)
Unit IV: Interactions Among the Branches A. The Legislative Branch B. The Executive Branch C. The Bureaucracy D. The Judiciary	March (~15-20 days)
Unit V: Civil Rights & Civil Liberties A. The Bill of Rights B. Civil Rights	April (~15-20 days)
AP Exam Review Current Events Capstone Project	May (~18 days)
Current Events Capstone Project	June (~15 days)

UNITS SCOPE AND SEQUENCE

Unit Name: Unit I: Foundations of American Government

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

Standards

NJSLS-

- 6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
- 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
- 6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
- 6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
- 6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.
- 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.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
- 6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
- 6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
- 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.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.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.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.
- 6.3.12.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

Career Awareness, Exploration, Preparation, and Training

Life Literacies and Key Skills

Interdisciplinary Connections

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

Liberty and Order

- A balance between governmental power and individual rights has been a hallmark of American political development. (Amistad, Holocaust, and Genocide, LGBTQ/Disabilities, DEI, AAPI)

Constitutionalism

- The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government.
- Federalism reflects the dynamic distribution of power between national and state governments. (Amistad, LGBTQ/Disabilities, DEI, AAPI)

Policy-Making Interests

- The Constitution created a competitive policy-making process to ensure the people's will is represented and that freedom is preserved. (Amistad, Genocide, LGBTQ/Disabilities, DEI, AAPI)

Objectives

Students will be able to...

- Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution. (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Explain how models of representative democracy are visible in major institutions, policies, events or debates in the United States (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Explain how Federalist and Anti-Federalist views on central government and democracy are reflected in U.S. foundational documents.
- Explain the relationship between key provisions of the Articles of Confederation and the debate over granting the federal government greater power formerly reserved to the states.
- Explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system. (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Explain the constitutional principles of separation of powers and checks and balances.
- Explain the implications of the separation of powers and checks and balances for the U.S. political system.(Amistad, LGBTQ/Disabilities, DEI, AAPI)

- Explain how societal needs affect the constitutional allocation of power between the national and state governments (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Explain how the appropriate balance of power between national and state governments has been interpreted differently over time (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Explain how the distribution of powers among three federal branches and between national and state governments impacts policy making. (Amistad, LGBTQ/Disabilities, DEI, AAPI)

Unit Name: Unit II: American Political Ideologies and Beliefs

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

Standards

[NJSLs-](#)

- 6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.
- 6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations
- 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.EconNE.13.b: Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.
- 6.1.12.EconNE.13.c: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit
- 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 (spending, employment, education).
- 6.1.12.CivicsCM.14.a: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
- 6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
- 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- 6.1.12.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.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.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.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.
- 6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
- 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.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.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.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

• [*English Language Arts Companion Standards*](#)

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

[*Life Literacies and Key Skills*](#)

[*Interdisciplinary Connections*](#)

Unit Name: Unit III: Political Participation

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

Standards

[NJSLs-](#)

- 6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
- 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.CivicsCM.14.a: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
- 6.1.12.EconNE.14.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.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.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.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.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.
- 6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
- 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.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.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.HistoryUP.14.a: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

[English Language Arts Companion Standards](#)

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

[Life Literacies and Key Skills](#)

[Interdisciplinary Connections](#)

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

Methods of Political Analysis

- Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation. (Amistad, LGBTQ/Disabilities, DEI, AAPI)

Competing Policy-Making Interests

- Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policymakers. (Amistad, LGBTQ/Disabilities, DEI, AAPI)

Civic Participation in a Representative Democracy

- The impact of federal policies on campaigning and electoral rules continues to be contested by both sides of the political spectrum.
- The various forms of media provide citizens with political information and influence the ways in which they participate politically (Amistad, LGBTQ/Disabilities, DEI, AAPI)

Objectives

Students will be able to...

- Describe the voting rights protections in the Constitution and in legislation.
- Describe different models of voting behavior. (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Explain the roles that individual choice and state laws play in voter turnout in elections
- Describe linkage institutions. (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Explain the function and impact of political parties on the electorate and government (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Explain why and how political parties change and adapt. (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Explain how structural barriers impact third-party and independent candidate success.
- Explain the benefits and potential problems of interest-group influence on elections and policy making. (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Explain how variation in types and resources of interest groups affects their ability to influence elections and policy making. (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Explain how various political actors influence public policy outcomes. (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Explain how the different processes work in a U.S. presidential election.
- Explain how the Electoral College impacts democratic participation.
- Explain how the different processes work in U.S. congressional elections.
- Explain how the organization, finance, and strategies of national political campaigns affect the election process (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Explain the media's role as a linkage institution. Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior

Unit Name: Unit IV: Interaction Among the Branches

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

Standards

[NJSLs-](#)

- 6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
- 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.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
- 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.b: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.
- 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.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
- 6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of
- 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.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.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.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.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.HistoryCC.14.a: Develop an argument based on a variety of sources that compares George HW Bush’s Iraqi policy with George W. Bush’s.
- 6.1.12.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.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.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
- 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.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.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.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.
- 6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
- 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.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.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.HistoryUP.14.a: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

[English Language Arts Companion Standards](#)

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

[Life Literacies and Key Skills](#)

[Interdisciplinary Connections](#)

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

Constitutionalism

- The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch.
- The presidency has been enhanced beyond its expressed constitutional powers. (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- The design of the judicial branch protects the Supreme Court's independence as a branch of government (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- The federal bureaucracy is a powerful institution implementing federal policies with sometimes questionable accountability. (Amistad, LGBTQ/Disabilities, DEI, AAPI)

Competing Policy-Making Interests

The emergence and use of judicial review remains a powerful judicial practice. (Amistad, LGBTQ/Disabilities, DEI, AAPI)

Objectives

Students will be able to...

- Describe the different structures, powers, and functions of each house of Congress.
- Explain how the structure, powers, and functions of both houses of Congress affect the policymaking process. (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Explain how congressional behavior is influenced by election processes, partisanship, and divided government. (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Explain how the president can implement a policy agenda.
- Explain how the president's agenda can create tension and frequent confrontations with Congress. (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Explain how presidents have interpreted and justified their use of formal and informal powers
- Explain how communication technology has changed the president's relationship with the national constituency and the other branches.
- Explain the principle of judicial review and how it checks the power of other institutions and state governments. (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court's power.
- Explain how other branches in the government can limit the Supreme Court's power.
- Explain how the bureaucracy carries out the responsibilities of the federal government.
- Explain how the federal bureaucracy uses delegated discretionary authority for rule making and implementation. (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Explain how Congress uses its oversight power in its relationship with the executive branch.
- Explain the extent to which governmental branches can hold the bureaucracy accountable given the competing interests of Congress, the president, and the federal courts

Unit V: Civil Rights & Civil Liberties

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

Standards

[NJSLs-](#)

- 6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
- 6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance).
- 6.1.12.CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- 6.1.12.CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
- 6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
- 6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
- 6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
- 6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- 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.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
- 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.EconNE.8.a: Analyze the push-pull factors that led to the Great Migration.
- 6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
- 6.1.12.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.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.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.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
- 6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.
- 6.1.12.HistoryCC.13.d: Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

- 6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
- 6.3.12.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).
- 6.1.12.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.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.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.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.
- 6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
- 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.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.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.HistoryUP.14.a: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

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

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

Liberty and Order

- Provisions of the U.S. Constitution's Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals. (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Protections of the Bill of Rights have been selectively incorporated by way of the Fourteenth Amendment's due process clause to prevent state infringement of basic liberties.

Civic Participation in a Representative Democracy

- The Fourteenth Amendment’s equal protection clause as well as other constitutional provisions have often been used to support the advancement of equality. (Amistad, LGBTQ/Disabilities, DEI, AAPI)

Competing Policy-Making Interests

- Public policy promoting civil rights is influenced by citizen–state interactions and constitutional interpretation over time. (Amistad, LGBTQ/Disabilities, DEI, AAPI)

Constitutionalism

- The Supreme Court’s interpretation of the U.S. Constitution is influenced by the composition of the Court and citizen–state interactions. At times, it has restricted minority rights and, at others, protected them. (Amistad, LGBTQ/Disabilities, DEI, AAPI)

Objectives

Students will be able to...

- Explain how the U.S. Constitution protects individual liberties and rights. (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Describe the right protected in the Bill of Rights (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Explain the extent to which the Supreme Court’s interpretation of the First and Second Amendments reflects a commitment to individual liberty.
- Explain how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety. (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Explain the implications of the doctrine of selective incorporation.
- Explain the extent to which states are limited by the due process clause from infringing upon individual rights.
- Explain how constitutional provisions have supported and motivated social movements. (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Explain how the government has responded to social movements. (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Explain how the Supreme Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those rights. (Amistad, LGBTQ/Disabilities, DEI, AAPI)

Unit Name: Current Events

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

Standards

[NJSLs-](#)

- 6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
- 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.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.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
- 6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.
- 6.1.12.HistoryCC.13.d: Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
- 6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
- 6.3.12.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).
- 6.1.12.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.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.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.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.
- 6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
- 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.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.HistoryUP.14.a: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

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

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

- American Citizenship is based on democratic principles and an understanding of one’s rights and responsibilities.
- A variety of factors shape the actions of a government.
- What is the best way for the federal government to achieve a goal?
- To issue orders?
- Or to offer incentives?
- Why does the federal government become bigger and more complicated?

Objectives

Students will know...

- The current leaders of government departments, offices, and agencies.
- The current issues being addressed by the federal government.
- The diversity of views about current public policy issues.
- The impact of recent elections for federal office.

Students will be able to...

- Display an awareness of news-stories through identification and discussion of issues, personalities, and events. (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Identify the major issues facing the present administration in Washington, and analyze United States domestic and foreign policy decisions made during the semester. (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Research and discuss the development of a social issue, an economic issue, and environmental issue, and a political issue that made news headlines during the current semester. (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Evaluate the results of local, state, or national elections held during the current semester. (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Identify the major steps in the federal budget-making process as they occur during the semester.
- Give examples of how New Jersey’s economic, political, and social conditions reflect the current state of the nation.

Unit Name: Capstone Project

Standards

[NJSLs-](#)

- 6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
- 6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).
- 6.1.12.CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- 6.1.12.CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
- 6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
- 6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
- 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.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
- 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.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.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.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.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
- 6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.
- 6.1.12.HistoryCC.13.d: Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
- 6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
- 6.3.12.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).
- 6.1.12.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.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.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.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.
- 6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
- 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.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.HistoryUP.14.a: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

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

PMI-5: Political parties, interest groups and social movements provide opportunities for participation and influence how people relate to government and policy-makers

MPA-1: Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change

PRD-3: The various forms of media provide citizens with political information and influence the ways in which they participate politically

Objectives

Students will be able to...

- Analyze Public Opinion Develop and implement a survey pertaining to one of the standards above.
- Make a policy recommendation and discuss the possible impact of the policy if implemented pertaining to one of the standards above. (Amistad, LGBTQ/Disabilities, DEI, AAPI)
- Analyze various media sources pertaining to one of the standards above.
- Create a Podcase pertaining to one of the standards above. (Amistad, LGBTQ/Disabilities, DEI, AAPI)

Contact the Content Supervisor for any questions.