



PISCATAWAY TOWNSHIP SCHOOLS

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Superintendent of Schools

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United States History II

Content Area: Social Studies

Grade Span: 11

Revised by: Lynn Diaz and Ryan Wernlund

Title

Approval Date: August 2022

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COURSE OVERVIEW

Description

This course will engage students in the study of United States History from the late 1800s through the turn of the twenty-first century. Students will explore historic themes such as immigration, urbanization, foreign policy, civil rights and social change, the role of technology in the economy, among others.

Goals

- Students will understand the democratic principles that civic and political institutions are tasked with elevating and upholding using the law and structures of government
- Students will understand the political process and will practice these skills to prepare them for participation in a democratic society
- Students will understand the foundational role of democratic principles, including equality, freedom, liberty, and respect for inalienable human rights, and the need to protect them in a democratic society
- Students will understand and apply the processes and rules by which groups of people make decisions, govern themselves, and address public problems to increase civic activism for the benefit of as many Americans as possible
- Students will understand how to utilize spatial reasoning to understand human movement and interaction with the environment
- Students will understand how to weigh costs and benefits to evaluate economic decision making
- Students will understand how the various facets of the economy, including natural and human resources interact in the marketplace and have consequences, both positive and negative, for various groups of people
- Students will understand how the United States fits into an increasingly globalized society and the costs and benefits of participating in such a configuration
- Students will understand how and why certain patterns of continuity and change over time exist
- Students will understand how analyzing events from multiple perspectives not only provides a more complete understanding of historical occurrences, but also showcases the limitations of historical evidence

Scope and Sequence

Unit	Topic	Length
Unit 1	The Gilded Age (1865-1898)	5 days
Unit 2	Imperial Expansion and Progressive Reform (1890-1919)	10 days
Unit 3	World War I and the Roaring 1920s (1914-1929)	15 days
Unit 4	The Great Depression and World War II (1929-1945)	20 days
Unit 5	The Cold War (1945-early 1970s)	10 days
Unit 6	Social Movements of the Cold War Era (1945-1980)	10 days
Unit 7	Social Turmoil (1964-1980)	5 days
Unit 8	The Rise of Conservatism and Challenges of the 21st Century (1980-present)	5 days

Resources

Core Text:

McDougal, Holt. *Americans, Grades 9-12: McDougal Littell the Americans*. McDougal Littell Houghton, 2006.

Suggested Resources:

Bill of Rights Institute. (2001, September 20). Bill of Rights Institute; billofrightsinstitute.org.
<https://billofrightsinstitute.org>.

“Choices Program.” *Choices Program*, 10 June 2022, <https://www.choices.edu/>.

Classroom Materials at the Library of Congress. (n.d.). The Library of Congress; www.loc.gov. Retrieved July 5, 2022, from <https://www.loc.gov/classroom-materials/>.

“Free Online Reading Passages and Literacy Resources.” *CommonLit*, <https://www.commonlit.org/>.

“Home.” *ICivics*,
https://www.icivics.org/?gclid=Cj0KCQjw8O-VBhCpARIsACMvVLMJLXi3Ht40nVihpJbWAGiAySrBs_CO0Y2C5g_hxegCNgzg5qI1OBf8aAvK3EALw_wcB.

National Archives. (n.d.). *DocsTeach*. DocsTeach; docsteach.org. Retrieved July 5, 2022, from <https://docsteach.org>.

National Humanities Center. (n.d.). *Primary Sources for History & Literature Teachers - America in Class*. America in Class; americainclass.org. Retrieved July 6, 2022, from <https://americainclass.org/primary-sources/>.

New Visions for Public Schools. (n.d.). *U.S. History - New Visions Social Studies Curriculum*. New Visions - Social Studies; curriculum.newvisions.org. Retrieved July 5, 2022, from <https://curriculum.newvisions.org/social-studies/course/us-history/>.

The Newberry. (n.d.). *Digital Collections for the Classroom*. Digital Collections for the Classroom; dcc.newberry.org. Retrieved July 6, 2022, from <https://dcc.newberry.org>.

Primary Source Sets | DPLA. (n.d.). Primary Source Sets | DPLA; dp.la. Retrieved July 6, 2022, from <https://dp.la/primary-source-sets>.

ReadWorks, <https://www.readworks.org/>.

Tammi Holman - Dothan, and Mark Helman - Taichung. “| Stanford History Education Group.” *Stanford History Education Group*, <https://sheg.stanford.edu/>.

University of California Irvine. (n.d.). *11th Grade Curriculum Resources*. 11th Grade Curriculum Resources; historyproject.uci.edu. Retrieved July 6, 2022, from <https://historyproject.uci.edu/11thgraderesources/>.

Unit 1: The Gilded Age (1865-1898)

Summary and Rationale	
Students will study the causes and results of the industrialization of America including the impact on the labor movement and emigration to the United States.	
Recommended Pacing	
1 Day - Rise of industry and labor in the Gilded Age 1 Day - Immigration during the Gilded Age 1 Day - Society in the Gilded Age 1 Day - Reform in the Gilded Age 1 Day - Politics in the Gilded Age	
State Standards	
Standard 6.1.12 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.	
CPI #	Cumulative Progress Indicator (CPI)
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.HistoryNM.5.b	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
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.HistoryNM.5.b	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
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.
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.
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.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.CivicsDP.5.a	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.GeoHE.5.a	Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.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.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	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
Standard 6.3.12 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	
CPI #	Cumulative Progress Indicator (CPI)
6.3.12.HistoryCA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
Standard C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum. 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.	
CPI #	Cumulative Progress Indicator (CPI)
C.18A:35-4.35	History of disabled and LGBT persons included in middle and high school curriculum
Standard 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.	
CPI #	Cumulative Progress Indicator (CPI)
C:18A 52:16A-88	History of African-Americans included in middle and high school curriculum
Standard S4021 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.	
CPI #	Cumulative Progress Indicator (CPI)
S4021	History of Asian-Americans and Pacific Islanders included in middle and high school curriculum
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Businesses made use of technological innovations and greater access to natural resources to dramatically increase the production of goods. • Large-scale industrial production— accompanied by massive technological change, expanding international communication networks, pro-growth government policies—generated rapid economic development and business consolidation. • Businesses made use of redesigned financial and management structures, advances in marketing, and a growing labor force to dramatically increase the production of goods. • Many business leaders sought increased profits by consolidating corporations into large trusts and holding companies, which further concentrated wealth. • Businesses increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America. 	

- As the price of many goods decreased, workers' real wages increased, providing new access to a variety of goods and services; many Americans' standards of living improved, while the gap between rich and poor grew.
- Labor and management battled over wages and working conditions, with workers organizing local and national unions and/or directly confronting business leaders.
- The industrial workforce expanded and child labor increased.
- The industrial workforce expanded and became more diverse through internal and international migration.
- As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and southern and eastern Europe, as well as African American migrants within and out of the South. Many migrants moved to escape poverty, religious persecution, and limited opportunities for social mobility in their home countries or regions.
- Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers.
- Increasing public debates over assimilation and Americanization accompanied the growth of international migration. Many immigrants negotiated compromises between the cultures they brought and the culture they found in the United States.
- Social commentators advocated theories later described as Social Darwinism to justify the success of those at the top of the socioeconomic structure as both appropriate and inevitable.
- Many women, like Jane Addams, worked in settlement houses to help immigrants adapt to U.S. language and customs.
- Some business leaders argued that the wealthy had a moral obligation to help the less fortunate and improve society, as articulated in the idea known as the Gospel of Wealth, and they made philanthropic contributions that enhanced educational opportunities and urban environments.
- Many women sought greater equality with men, often joining voluntary organizations, going to college, and promoting social and political reform.
- In an urban atmosphere where the access to power was unequally distributed, political machines thrived, in part by providing immigrants and the poor with social services.

Unit Essential Questions

- How did the rapid influx of immigrants from other parts of the world than northern and western Europe affect debates about American national identity?
- How did technological and corporate innovations help to vastly increase industrial production? What was the impact of these innovations on the lives of working people?
- How and why did the sources of migration to the United States change dramatically during this period?
- How did the political culture of the Gilded Age reflect the emergence of new corporate power? How successful were the challenges to this power? Why did challenges to this power fail?
- How did changes in transportation and technology, along with the integration of the U.S. economy into worldwide economic, labor, and migration systems, influence U.S. society?

- How were philosophical, moral, and scientific ideas used to defend and challenge the dominant economic and social order?
- How and why did new labor systems develop, and how did industrialization shape U.S. society and workers' lives?

Objectives

Students will know:

- Students will understand the internal growth of the United States during the period of 1850s-1900.
- Students will understand the conditions that led to Industrial expansion.
- Students will understand the changes in cities and politics during the period known as the Gilded Age.
- Students will understand the impact of immigration on the social landscape of the United States.

Students will be able to:

- Identify the conditions that led to Industrial expansion.
- Compare and contrast politics of the Gilded Age and today's governmental systems.
- Describe how immigration was changing the social landscape of the United States resulting in the need for reform.
- Identify the conditions that led to Industrial expansion.
- Describe the technological revolution and the impact of the railroads and inventions.
- Explain the growth of labor unions and the methods used by workers to achieve reform.
- Summarize the growth of Big Business and the role of monopolies.
- Relate the reasons for reform and the impact of the social movement.

Resources

Core Text: McDougal, Holt. *Americans, Grades 9-12: Mcdougal Littell the Americans*. Mcdougal Littell Houghton, 2006.

- Chapter 14: A New Industrial Age (1877-1900)
- Chapter 15: Immigrants and Urbanization (1877-1914)
- Chapter 16: Life at the Turn of the 20th Century (1877-1917)

Suggested Resources:

- Stanford History Education Group: Reading Like a Historian
- Readworks.org
- The DBQ Project
- Statueofliberty.org
- Immigration and Ethnic History Society. (2019, May 13). *Immigration History - Immigration History*. Immigration History; immigrationhistory.org. <https://immigrationhistory.org>.
- Miska, O. (n.d.). LGBTQ+ History Lesson Plan. ONE Archives Foundation. Retrieved July 8, 2022, from <https://www.onearchives.org/wp-content/uploads/2020/02/one-archives-foundation-urbanization-gender.pdf>.
- National Park Service. (n.d.). *Curriculum Materials - Ellis Island Part of Statue of Liberty National Monument (U.S. National Park Service)*. Curriculum Materials - Ellis Island Part of Statue of Liberty National Monument (U.S. National Park Service); www.nps.gov. Retrieved July 6, 2022, from <https://www.nps.gov/elis/learn/education/classrooms/curriculummaterials.htm>.

- *Were the Titans of the Gilded Age “Robber Barons” or “Entrepreneurial Industrialists”?* - *Bill of Rights Institute*. (2001, September 20). Bill of Rights Institute; billofrightsinstitute.org.
<https://billofrightsinstitute.org/activities/were-the-titans-of-the-gilded-age-robber-barons-or-entrepreneurial-industrialists>.

Collection of primary sources, secondary sources, lesson plans, and activities archived on departmental Schoology page.

Unit 2: Imperial Expansion and Progressive Reform (1890-1919)

Summary and Rationale	
Students will chronicle the emergence of the United States as an imperial power. Students will understand the relationship between the societal problems that arose during the Gilded Age and Age of Imperialism and the need for the changes that emerge during the Progressive Era.	
Recommended Pacing	
2 days: Imperialism: Debates 2 days: The Spanish-American War 6 days: The Progressives	
State Standards	
Standard 6.1.12 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.	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.HistoryCC.6.b	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.
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.GeoHE.6.a	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
6.1.12.GeoGM.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
6.1.12.HistoryCC.6.c	Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.
6.1.12.CivicsDP.6.a	Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement).
6.1.12.CivicsDP.6.b	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
6.1.12.CivicsPR.6.a	Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
6.1.12.HistoryCC.6.d	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.HistoryCA.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.

Standard 6.3.12 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

CPI #	Cumulative Progress Indicator (CPI)
6.3.12.HistoryCA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
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.

Standard 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

CPI #	Cumulative Progress Indicator (CPI)
C:18A 52:16A-88	History of African-Americans included in middle and high school curriculum

Standard S4021 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.

CPI #	Cumulative Progress Indicator (CPI)
S4021	History of Asian-Americans and Pacific Islanders included in middle and high school curriculum

Instructional Focus

Unit Enduring Understandings

- Imperialists cited economic opportunities, racial theories, competition with European empires, and the perception in the 1890s that the western frontier was “closed” to argue that Americans were destined to expand their culture and institutions to peoples around the globe.
- Anti-imperialists cited principles of self-determination and invoked both racial theories and the U.S. foreign policy tradition of isolationism to argue that the United States should not extend its territory overseas.
- The American victory in the Spanish–American War led to the U.S. acquisition of island territories in the Caribbean and the Pacific, an increase in involvement in Asia, and the suppression of a nationalist movement in the Philippines.
- Some Progressive Era journalists attacked what they saw as political corruption, social injustice, and economic inequality, while reformers, often from the middle and upper classes and including many women, worked to effect social changes in cities and among immigrant populations.
- The Progressives were divided over many issues. Some Progressives supported Southern segregation, while others ignored its presence. Some Progressives advocated expanding popular participation in government, while others called for greater reliance on professional and technical experts to make government more efficient. Progressives also disagreed about immigration restriction.
- On the national level, Progressives sought federal legislation that they believed would effectively regulate the economy, expand democracy, and generate moral reform. Progressive amendments to the Constitution dealt with issues such as prohibition and women’s suffrage.

- Preservationists and conservationists both supported the establishment of national parks while advocating different government responses to the overuse of natural resources.
- In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures.
- In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America’s role in the world.

Unit Essential Questions

- How did movements for political and economic reform take shape in this period, and how effective were they in achieving their goals?
- Why did public attitudes towards immigration become negative during this time period? How and why did people migrate within the U.S. during this time period?
- How did reformist ideals change as they were taken up by reformers in different time periods? Why did opposition emerge to various reform programs?
- Why did U.S. leaders decide to become involved in global conflicts such as the Spanish American War? How did debates over intervention reflect public views of America’s role in the world?
- Why did reformers seek for the government to wrest control of the environment and national resources from commercial interests?
- How did debates over the role of women in American public life reflect changing social realities?

Objectives

Students will know:

- Students will describe the changing internal and external roles of the United States between 1890- 1920.
- Students will understand the role of the United States as a World Power from 1890-1915
- Students will describe the Progress Era in terms of Legislation and Reforms.
- Students will evaluate the role of government in addressing social problems and how it changes from 1890 to 1920.

Students will be able to:

- Explain the origins and accomplishments of the Progressive movement
- Analyze the various proposals for Black civil rights during the Progressive Era
- Analyze the efforts to achieve women’s suffrage in the early twentieth century
- Evaluate, take, and defend positions on the various U.S. foreign policies in the late nineteenth and early twentieth centuries
- Analyze the causes and consequences of the Spanish-American War
- Identify and evaluate the factors that influenced U.S. imperialism in the late nineteenth and early twentieth centuries and the ensuing debate over imperialism

Resources

Core Text: McDougal, Holt. *Americans, Grades 9-12: Mcdougal Littell the Americans*. Mcdougal Littell Houghton, 2006.

- Chapter 17: The Progressive Era (1890-1920)
- Chapter 18: America Claims an Empire (1890-1920)

Suggested Resources:

- Stanford History Education Group: Reading Like a Historian
- Readworks.com
- iCivics.org
- New York State United Teachers. (2013, May 22). *Lesson Plan: The Progressive Era - Muckrakers - Grade 8 and 11 - Social Studies*. Lesson Plan: The Progressive Era - Muckrakers - Grade 8 and 11 - Social Studies; www.nysut.org.
<https://www.nysut.org/resources/all-listing/2013/may/lesson-plan-grade-8-and-11-the-jungle>.
- Ohio State University. (n.d.). *American Imperialism | History Teaching Institute*. American Imperialism | History Teaching Institute; hti.osu.edu. Retrieved July 5, 2022, from
<https://hti.osu.edu/opper/lesson-plans/american-imperialism>.
- PBS & GBH Educational Foundation. (2022). *Fighting Racism: Civil Rights in the Progressive Era | Unladylike2020 | PBS LearningMedia*. PBS LearningMedia; ny.pbslearningmedia.org.
<https://ny.pbslearningmedia.org/resource/ull20-fighting-racism-progressive-era/fighting-racism-civil-rights-in-the-progressive-era-unladylike2020/>.

Collection of primary sources, secondary sources, lesson plans, and activities archived on departmental Schoology page.

Unit 3: World War I and the Roaring 1920s (1914-1929)

Summary and Rationale	
Students will study America’s decision to enter World War I and the impact it has on America and the world. Students will study the dichotomy of the 1920s and how socioeconomic progress, including new technological advancements, are met by pushback by those who opposed such change.	
Recommended Pacing	
2 Days: World War I - Diplomacy 2 Days: World War I - Military 3 Days: World War I - The Homefront 2 Days: 1920s - Technological Changes 3 Days: 1920s - Cultural Changes	
State Standards	
Standard 6.1.12 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.	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.HistoryCC.7.a	Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
6.1.12.HistoryCA.7.b	Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
6.1.12.HistoryCA.7.c	Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).
6.1.12.HistoryUP.7.a	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
6.1.12.CivicsDP.7.a	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
6.1.12.EconNM.7.a	Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.
6.1.12.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.
Standard 6.1.12 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.	
6.1.12.GeoHE.8.a	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
6.1.12.History CC.8.b	Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.
6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

6.1.12.EconET.8.a	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
6.1.12.EconNM.8.a	Analyze the push-pull factors that led to the Great Migration.
6.1.12.HistoryCC.8.a	Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
6.1.12.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.
Standard 6.3.12 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	
CPI #	Cumulative Progress Indicator (CPI)
6.3.12.HistoryCA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
Standard C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum. 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.	
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CPI #	Cumulative Progress Indicator (CPI)
S4021	History of Asian-Americans and Pacific Islanders included in middle and high school curriculum
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • After initial neutrality in World War I, the nation entered the conflict, departing from the U.S. foreign policy tradition of noninvolvement in European affairs, in response to Woodrow Wilson's call for the defense of humanitarian and democratic principles. • Although the American Expeditionary Forces played a relatively limited role in combat, the United States' entry helped to tip the balance of the conflict in favor of the Allies. • Despite Wilson's deep involvement in postwar negotiations, the U.S. Senate refused to ratify the Treaty of Versailles or join the League of Nations. 	

- Official restrictions on freedom of speech grew during World War I, as increased anxiety about radicalism led to a Red Scare and attacks on labor activism and immigrant culture.
- The increased demand for war production and labor during World War I led many Americans to migrate to urban centers in search of economic opportunities.
- In the Great Migration during and after World War I, African Americans escaping segregation, racial violence, and limited economic opportunity in the South moved to the North and West, where they found new opportunities but still encountered discrimination.
- New technologies and manufacturing techniques helped focus the U.S. economy on the production of consumer goods, contributing to improved standards of living, greater personal mobility, and better communication systems.
- New forms of mass media, such as radio and cinema, contributed to the spread of national culture as well as greater awareness of regional cultures.
- By 1920, a majority of the U.S. population lived in urban centers, which offered new economic opportunities for women, international migrants, and internal migrants.
- After World War I, nativist campaigns against some ethnic groups led to the passage of quotas that restricted immigration, particularly from southern and eastern Europe, and increased barriers to Asian immigration.
- Migration gave rise to new forms of art and literature that expressed ethnic and regional identities, such as the Harlem Renaissance movement.
- In the 1920s, cultural and political controversies emerged as Americans debated gender roles, modernism, science, religion, and issues related to race and immigration.
- Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.
- Popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity.
- World War I and its aftermath intensified ongoing debates about the nation's role in the world and how best to achieve national security and pursue American interests.

Unit Essential Questions

- Why did public attitudes towards immigration become negative during this time period? How and why did people migrate within the U.S. during this time period?
- How did reformist ideals change as they were taken up by reformers in different time periods? Why did opposition emerge to various reform programs?
- Why did U.S. leaders decide to become involved in global conflicts such as World War I? How did debates over intervention reflect public views of America's role in the world?
- How did "modern" cultural values evolve in response to developments in technology? How did debates over the role of women in American public life reflect changing social realities?
- What were the goals of U.S. policymakers in World War I?

- How did U.S. involvement in this conflict alter the nation’s role in world affairs?
- How did U.S. involvement in World War I set the stage for debates over civil liberties and for domestic social and political changes?
- How did cultural values, popular culture, and artistic expression change in the United States in the 1920s, and how did they influence social and political change?
- What were the causes and effects of cultural conflict in the 1920s?
- How did internal and international migration affect urban life, cultural developments, labor issues, and government policies in the 1920s?

Objectives

Students will know:

- Students will understand the causes and reasons for US involvement in World War I.
- Students will understand the impact of World War I on American citizens at home and abroad.
- Students will understand the post-war peace settlement and the impact on American foreign policy.
- Students will understand the economic, political and social changes that occurred between 1920 and 1929.
- Students will understand the various forms of resistance to said changes between 1920 and 1929.

Students will be able to:

- Explain the causes of World War I.
- Evaluate the key global events that affected the United States at home and abroad.
- Discuss the role of the United States in the peace making process.
- Communicate through writing and discussion how society changed dramatically after WWI
- Define what “return to normalcy” meant to the American public in the post World War I years.
- Explain why some Americans viewed communism as a threat to the United States government.
- Evaluate the cause and effect relationship between post-war prosperity, socioeconomic change, and resistance.
- Evaluate how different groups in America experience the prosperity associated with the 1920s

Resources

Core Text: McDougal, Holt. *Americans, Grades 9-12: Mcdougal Littell the Americans*. Mcdougal Littell Houghton, 2006.

- Chapter 19: The First World War (1914-1920)
- Chapter 20: Politics of the 1920s (1919-1929)
- Chapter 21: The Roaring Life of the 1920s (1920-1929)

Suggested Resources:

- Stanford History Education Group: Reading Like a Historian
- Readworks.com
- iCivics.org
- Oyez.org
- Columbia University. (2021, March). Teaching the Harlem Renaissance in the 21st Century. Wallach Art Gallery. Retrieved July 8, 2022, from

https://wallach.columbia.edu/sites/wallach.columbia.edu/files/pdfs/harlem_renaissance_curriculum-guide_march2021.pdf.

- National History Day. (2018). *Teaching World War I | National History Day | NHD*. Teaching World War I | National History Day | NHD; www.nhd.org. <https://www.nhd.org/teaching-world-war-i>.
- National WWI Museum and Memorial. (n.d.). *Classroom Materials | National WWI Museum and Memorial*. National WWI Museum and Memorial; www.theworldwar.org. Retrieved July 5, 2022, from <https://www.theworldwar.org/education>.
- Prohibition | Ken Burns in the Classroom | PBS LearningMedia. (n.d.). PBS LearningMedia; ny.pbslearningmedia.org. Retrieved July 8, 2022, from <https://ny.pbslearningmedia.org/collection/kenburnsclassroom/film/prohibition/>.
- The U.S. National Archives and Records Administration. (2019, November 15). *Studying 4 Major Issues of the Post-World War I and 1920s Era with Primary Sources | National Archives*. National Archives; www.archives.gov. <https://www.archives.gov/legislative/resources/education/1920s-issues-activity>.

Collection of primary sources, secondary sources, lesson plans, and activities archived on departmental Schoology page.

Unit 4: The Great Depression and World War II (1929-1945)

Summary and Rationale	
<p>Students will study the socioeconomic factors that contributed to the Great Depression and evaluate the various strategies used to address the Great Depression and their effectiveness in addressing underlying concerns for various groups. Students will examine the foreign fascism and totalitarianism developing during America’s isolation, ultimately culminating in World War II. Students will analyze the course of the war, both in military terms and issues on the homefront, to evaluate how America balances respect for democratic values with the desire to exert strength in the international community.</p>	
Recommended Pacing	
<p>3 Days: Great Depression 3 Days: The New Deal 1 Day: Interwar Foreign Policy 2 Days: World War II - Mobilization 3 Days: World War II - Military 2 Days: World War II - Homefront 4 Days: World War II - Holocaust 2 Days: World War II - Postwar Diplomacy</p>	
State Standards	
Standard 6.1.12 Era 9: The Great Depression and World War II: The Great Depression (1929-1945)	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.GeoHE.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
6.1.12.EconNE.9.a	Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).
6.1.12.EconNE.9.b	Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.
6.1.12.EconNE.9.c	Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country’s economic health.
6.1.12.A.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.
6.1.12.HistoryCA.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
6.1.12.HistoryUP.9.a	Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
6.1.12.EconNE.9.d	Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
Standard 6.1.12 Era 10: The Great Depression and World War II: New Deal (1929-1945)	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.CivicsPR.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security)

6.1.12.GeoHE.10.a	Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.
6.1.12.EconEM.10.a	Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
6.1.12.EconoNM.10.a	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
6.1.12.EconoNM.10.b	Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
6.1.12.HistoryCA.10.a	Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).
6.1.12.HistoryCA.10.b	Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.
Standard 6.1.12 Era 11: The Great Depression and World War II: World War II (1929-1945)	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.HistoryCA.11.b	Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).
6.1.12.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.EconET.11.a	Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.
6.1.12.EconoNM.11.a	Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
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.HistoryCC.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
6.1.12.History CC.11.b	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
6.1.12.HistoryCC.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
6.1.12.CivicsHR.11.a	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides
6.1.12.CivicsHR.11.b	Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
6.1.12.HistoryCC.11.a	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
6.1.12.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.HistoryCC.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
Standard 6.3.12 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	
CPI #	Cumulative Progress Indicator (CPI)
6.3.12.HistoryCA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
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.
Standard C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum. 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.	
CPI #	Cumulative Progress Indicator (CPI)
C.18A:35-4.35	History of disabled and LGBT persons included in middle and high school curriculum
Standard 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.	
CPI #	Cumulative Progress Indicator (CPI)
C:18A 52:16A-88	History of African-Americans included in middle and high school curriculum
Standard C:18A:35-28 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.	
CPI #	Cumulative Progress Indicator (CPI)
C:18A:35-28	History of the Holocaust and genocides included in middle and high school curriculum
Standard S4021 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.	
CPI #	Cumulative Progress Indicator (CPI)
S4021	History of Asian-Americans and Pacific Islanders included in middle and high school curriculum
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Episodes of credit and market instability in the early 20th century, in particular the Great Depression, led to calls for a stronger financial regulatory system. 	

- During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.
- Franklin Roosevelt's New Deal attempted to end the Great Depression by using government power to provide relief to the poor, stimulate recovery, and reform the American economy.
- Radical, union, and populist movements pushed Roosevelt toward more extensive efforts to change the American economic system, while conservatives in Congress and the Supreme Court sought to limit the New Deal's scope.
- Although the New Deal did not end the Depression, it left a legacy of reforms and regulatory agencies and fostered a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party.
- The increased demand for war production and labor during World War II and the economic difficulties of the 1930s led many Americans to migrate to urban centers in search of economic opportunities.
- In the 1930s, while many Americans were concerned about the rise of fascism and totalitarianism, most opposed taking military action against the aggression of Nazi Germany and Japan until the Japanese attack on Pearl Harbor drew the United States into World War II.
- The mass mobilization of American society helped end the Great Depression, and the country's strong industrial base played a pivotal role in winning the war by equipping and provisioning allies and millions of U.S. troops.
- Mobilization provided opportunities for women and minorities to improve their socioeconomic positions for the war's duration, while also leading to debates over racial segregation. Wartime experiences also generated challenges to civil liberties, such as the internment of Japanese Americans.
- Americans viewed the war as a fight for the survival of freedom and democracy against fascist and militarist ideologies. This perspective was later reinforced by revelations about Japanese wartime atrocities, Nazi concentration camps, and the Holocaust.
- Military service provided opportunities for women and minorities to improve their socioeconomic positions for the war's duration, while also leading to debates over racial segregation.
- The United States and its allies achieved military victory through Allied cooperation, technological and scientific advances, the contributions of servicemen and women, and campaigns such as Pacific "island-hopping" and the D-Day invasion. The use of atomic bombs hastened the end of the war and sparked debates about the morality of using atomic weapons.
- The war-ravaged conditions of Asia and Europe and the dominant U.S. role in the Allied victory and postwar peace settlements, allowed the United States to emerge from the war as the most powerful nation on Earth.
- Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.
- U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership.

Unit Essential Questions

- What were the causes of the Great Depression?
- How did the Great Depression change the U.S. economy, society, politics, and culture and influence public debates about U.S. national identity in the 20th century?
- How and why did liberal and conservative activists critique the New Deal and pressure Franklin D. Roosevelt to change his economic and social policies?
- How and why did political alignments change during the 1930s and 1940s?
- How did debates over U.S. involvement in World War II relate to contemporary discussions of political values (such as democracy, freedom, and citizenship) and about U.S. national identity?
- What were the goals of U.S. policymakers in World War II?
- How did U.S. involvement in World War II lead to domestic social changes and debates over civil liberties?
- What responsibility, if any, did Americans have to address the human rights atrocities committed during the Holocaust?

Objectives

Students will know:

- Students will understand the impact of the Stock Market crash and depression of 1929-1933.
- Students will understand the importance of the role of the government in establishing the New Deal.
- Students will recognize the emergence of the United States as a leader of the free world.
- Students will recognize the causes of World War II.
- Students will understand the role and impact of the war at home and abroad.

Students will be able to:

- List and describe the causes of the Crash of 1929.
- Connect social effects and the survival techniques during the early years of the Depression.
- Discuss the response of the government to the economic crisis.
- Explain the successes of the New Deal.
- Analyze social programs initiated during Roosevelt's term and their long term effect.
- Identify the causes of WWII.
- List the events that led to America's involvement in the war.
- Communicate through writing the experiences of Americans at home and at war.
- Identify World Leaders of the Era and the events that led to their rise to power.
- Identify the economic sacrifices that Americans endured during wartime.
- Communicate through writing the experiences of minorities and women in America at home and at war.
- Evaluate the role of the United States in promoting and protecting human rights.

Resources

Core Text: McDougal, Holt. *Americans, Grades 9-12: Mcdougal Littell the Americans*. Mcdougal Littell Houghton, 2006.

- Chapter 22: The Great Depression Begins (1929-1933)
- Chapter 23: The New Deal (1933-1940)
- Chapter 24: World War Looms (1931-1941)
- Chapter 25: The United States in World War II (1941-1945)

Suggested Resources:

- Khanacademy.org
- Facinghistory.org
- Echoesandreflections.org
- ushmmm.org
- Federal Reserve Bank of St. Louis. (n.d.). *The Great Depression Lesson Plans & Curriculum | St. Louis Fed*. Lesson Plans; www.stlouisfed.org. Retrieved July 5, 2022, from <https://www.stlouisfed.org/the-great-depression/curriculum/lesson-plans>.
- The Historic New Orleans Collection. (2015). *Controversy and the New Deal*. The Gilder Lehrman Institute of American History. https://www.hnoc.org/sites/default/files/lesson_plans/LessonPlan_NewDeal.pdf.
- The National WWII Museum. (n.d.). *Classroom Resources | The National WWII Museum | New Orleans*. The National WWII Museum | New Orleans; www.nationalww2museum.org. Retrieved July 5, 2022, from <https://www.nationalww2museum.org/students-teachers/educator-resources/classroom-resources>.
- *World War II | PBS LearningMedia*. (n.d.). PBS LearningMedia; ny.pbslearningmedia.org. Retrieved July 5, 2022, from <https://ny.pbslearningmedia.org/subjects/social-studies/us-history/depression-and-world-war-ii-1929-1945/world-war-ii/>.

Collection of primary sources, secondary sources, lesson plans, and activities archived on departmental Schoology page.

Unit 5: The Cold War (1945-early 1970s)

Summary and Rationale	
<p>Students will study how growing tension between Western capitalism and Eastern communism results in the creation of a bipolar international system after World War II. Students will analyze how America’s foreign policy became more interventionist during this time period and the consequences of that change. Students will analyze how the postwar period brought socioeconomic prosperity for some, but not for all.</p>	
Recommended Pacing	
<p>1 Day: Cold War diplomatic background 1 Day: Nuclear Arms Race 1 Day: Space Race 4 Days: Cold War heats up 2 Days: Red Scare 1 Day: Lavendar Scare</p>	
State Standards	
<p>Standard 6.1.12 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.</p>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.EconNE.12.a:	Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
6.1.12.EconNE.12.a	Assess the impact of agricultural innovation on the world economy.
6.1.12.EconEM.12.a	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
6.1.12.HistoryCC.12.a	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
6.1.12.HistoryCC.12.b	Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.
6.1.12.HistoryCC.12.c	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
6.1.12.HistoryCC.12.d	Explain how the development and proliferation of nuclear weapons affected international relations.
6.1.12.HistoryCC.12.e	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War
6.1.12.HistorySE.12.a	Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
6.1.12.HistorySE.12.b	Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.
<p>Standard C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum. 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>	
CPI #	Cumulative Progress Indicator (CPI)

C.18A:35-4.35	History of disabled and LGBT persons included in middle and high school curriculum
Standard 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.	
CPI #	Cumulative Progress Indicator (CPI)
C:18A 52:16A-88	History of African-Americans included in middle and high school curriculum
Standard S4021 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.	
CPI #	Cumulative Progress Indicator (CPI)
S4021	History of Asian-Americans and Pacific Islanders included in middle and high school curriculum
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> American foreign policy of the 1970s and 80s swung from realpolitik to moral absolutes to a new form of containment Competition between the U.S. and the Soviet Union brought the world to the brink of nuclear war. In the postwar years, material prosperity gave rise to the notion of an 'American Dream.' Within the wartime alliance, the different priorities and ambitions of the United States and Soviet Union created a climate of tension and rivalry that defined the post war world. 	
Unit Essential Questions	
<ul style="list-style-type: none"> What were the origins of the Cold War and the goals of U.S. policymakers in the Cold War? How did U.S. involvement in the Cold War alter the nation's role in world affairs? How did U.S. involvement in the Cold War lead to debates over civil liberties and American national identity? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> The cause and effect relationship of the United States involvement in the Cold War. The Cold War tensions impacted American society. The extent to which post-war prosperity was a reality for all Americans. <p>Students will be able to:</p> <ul style="list-style-type: none"> Analyze the social, cultural, and economic changes at the onset of the Cold War era Analyze the origins of the Cold War, foreign policy developments, and major events of the administrations from Truman to present Evaluate the pros and cons of America's role in the post-war world Describe and evaluate the political and social impact of the Vietnam War 	
Resources	

Core Text: McDougal, Holt. *Americans, Grades 9-12: Mcdougal Littell the Americans*. Mcdougal Littell Houghton, 2006.

- Chapter 26: Cold War Conflicts (1945-1960)
- Chapter 27: The Postwar Boom (1946-1960)
- Chapter 30: The Vietnam Years (1954-1975)

Suggested Resources:

- Stanford History Education Group: Reading Like a Historian
- Readworks.com
- iCivics.org
- Oyez.org
- *Lesson Plan: The Cold War: From the Truman Doctrine to the Berlin Airlift | Retro Report*. (n.d.). Retro Report; www.retroreport.org. Retrieved July 5, 2022, from <https://www.retroreport.org/education/video/the-cold-war-from-the-truman-doctrine-to-the-berlin-airlift/>.
- Johnson, D. K. (n.d.). *The Lavender Scare | Learning for Justice*. Learning for Justice; www.learningforjustice.org. Retrieved July 5, 2022, from <https://www.learningforjustice.org/podcasts/queer-america/lavender-scare>.
- *Building Suburbia: Highways and Housing in Postwar America | NEH-Edsitement*. (n.d.). NEH-Edsitement; edsitement.neh.gov. Retrieved July 5, 2022, from <https://edsitement.neh.gov/lesson-plans/building-suburbia-highways-and-housing-postwar-america>.
- The Cuban Missile Crisis: How to Respond? | JFK Library. (n.d.). The Cuban Missile Crisis: How to Respond? | JFK Library; www.jfklibrary.org. Retrieved July 8, 2022, from <https://www.jfklibrary.org/learn/education/teachers/curricular-resources/high-school-curricular-resources/the-cuban-missile-crisis-how-to-respond>.
- *Teaching the Vietnam War | PBS LearningMedia*. (n.d.). PBS LearningMedia; ny.pbslearningmedia.org. Retrieved July 5, 2022, from <https://ny.pbslearningmedia.org/collection/teaching-the-vietnam-war/>.
- *Teaching the Vietnam War With Primary Sources From The New York Times (Published 2017)*. (2017, March 29). Teaching the Vietnam War With Primary Sources From The New York Times (Published 2017); www.nytimes.com. <https://www.nytimes.com/2017/03/29/learning/lesson-plans/teaching-the-vietnam-war-with-primary-sources-from-the-new-york-times.html>.

Collection of primary sources, secondary sources, lesson plans, and activities archived on departmental Schoology page.

Unit 6: Social Movements of the Cold War Era (1945-1980)

Summary and Rationale	
Students will study how the various socioeconomic injustices facing marginalized groups did not align with the foundational principles of American democracy. Students will analyze the effectiveness of various efforts towards social reform across a variety of different marginalized groups during the middle of the 20th century.	
Recommended Pacing	
4 Days: Civil Rights Movement 3 Days: Social Movements 1 Days: Great Society 2 Days: Youth Culture of the 1960s	
State Standards	
Standard 6.1.12 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.	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.CivicsPI.13.a	Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey’s laws in eliminating segregation and discrimination.
6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
6.1.12.GeoPP.13.a	Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.
6.1.12.GeoPP.13.b	Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
6.1.12.GeoHE.13.a:	Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government’s environmental protection agencies and laws.
6.1.12.EconNE.13.a	Relate American economic expansion after World War II to increased consumer demand.
6.1.12.EconEM.13.a	Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
6.1.12.EconNE.13.a	Evaluate the effectiveness of economic policies that sought to combat postWorld War II inflation.
6.1.12.EconNE.13.b	Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
6.1.12.HistoryCC.13.a	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
6.1.12.HistoryCC.13.b	Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.
6.1.12.HistoryCC.13.c	Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.

6.1.12.HistoryCC.13.d	Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities
6.1.12.HistoryUP.13.a	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
6.1.12.HistorySE.13.a	Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
<p>Standard C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum. 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>	
CPI #	Cumulative Progress Indicator (CPI)
C.18A:35-4.35	History of disabled and LGBT persons included in middle and high school curriculum
<p>Standard 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.</p>	
CPI #	Cumulative Progress Indicator (CPI)
C:18A 52:16A-88	History of African-Americans included in middle and high school curriculum
<p>Standard S4021 A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.</p>	
CPI #	Cumulative Progress Indicator (CPI)
S4021	History of Asian-Americans and Pacific Islanders included in middle and high school curriculum
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> As minorities and women continued to experience prejudice and discrimination, groups formed to improve civil rights for all. Throughout the 1960s and 70s, Americans became wary about the direction of the nation and began to lose trust in their government. The emergence of the ‘counterculture’ in the 1960s challenged the traditional views of America. From the ‘Fair Deal’ to the ‘Great Society’ the federal government sought to address social issues in the postwar era. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How was progress achieved during the Civil Rights Movement, and what barriers to equality remained after the passage of new legislation? What social, legal and political barriers did activists of the 1970s rights movements face, and how successful were they in the fight for equality? How was US involvement in geopolitical affairs during the Nixon, Ford and Carter administrations similar or different? What were the successes and failures of domestic policy under Nixon, Ford and Carter? 	

- How did the civil rights movement change U.S. politics and society?
- How and why did the Supreme Court and Great Society programs change the federal government's role in the nation's political, social, economic, and environmental affairs?
- How did African American civil rights activism in the 20th century affect the growth of other political and social movements, and how did those movements affect American culture, politics, and society?

Objectives

Students will know:

- The civil rights movement affected almost every aspect of American society.
- Marginalized groups used the example of the Black community to advocate for their own civil rights.
- The expanding role of the United States as a leader in the modern world.

Students will be able to:

- Identify key events that led to demand for civil rights.
- Understand the early groups and their philosophy of non violence.
- Describe the political responses to the civil rights movement.
- Discuss policies of Presidents Nixon, Ford and Carter.
- Identify the political, social, and cultural upheavals of the 1960s and 1970s and explain why Americans wanted a return to smaller government and conservative ideas.
- Discuss the sweeping changes in world affairs in the early 1990s that change the face of world politics.

Resources

Core Text: McDougal, Holt. *Americans, Grades 9-12: Mcdougal Littell the Americans*. Mcdougal Littell Houghton, 2006.

- Chapter 28: The New Frontier and the Great Society (1960-1968)
- Chapter 29: Civil Rights (1954-1968)

Suggested Resources:

- *A Time for Justice: America's Civil Rights Movement*. (n.d.). Teaching Tolerance: A Project of the Southern Poverty Law Center. Retrieved July 5, 2022, from https://www.learningforjustice.org/sites/default/files/kits/A_Time_for_Justice_Teachers_Guide.pdf.
- *School Desegregation and School Funding in New Jersey*. (n.d.). The New Jersey Center for Civic Education, Rutgers University. Retrieved July 5, 2022, from <https://civiced.rutgers.edu/documents/nj-lessons/for-grades-9-12/46-school-desegregation-and-school-funding-in-new-jersey/file>.
- *Civil Rights Done Right: A Tool for Teaching the Movement*. (n.d.). Teaching Tolerance: A Project of the Southern Poverty Law Center. Retrieved July 5, 2022, from https://www.learningforjustice.org/sites/default/files/2017-06/TT_TTM_Civil_Rights_Done_Right_0.pdf.
- *Congress, the Great Society, and Today | National Archives*. (2017, January 30). National Archives; www.archives.gov. <https://www.archives.gov/legislative/resources/education/great-society-congress>.
- Digital Public Library of America. (n.d.). *The American Indian Movement, 1968-1978 | DPLA*. The American Indian Movement, 1968-1978 | DPLA; dp.la. Retrieved July 5, 2022, from <https://dp.la/primary-source-sets/the-american-indian-movement-1968-1978/teaching-guide>.

- One Archives Foundation. (n.d.). *High School Lesson Plans: History Frameworks Teaching LGBTQ History*. Teaching LGBTQ History; www.lgbtqhistory.org. Retrieved July 5, 2022, from <https://www.lgbtqhistory.org/course/high-school-lesson-plans-history-frameworks/>.
- *Lesson: The 1968 East LA School Walkouts | Facing History*. (n.d.). Facing History and Ourselves; www.facinghistory.org. Retrieved July 5, 2022, from <https://www.facinghistory.org/resource-library/latinx-rights-1960s-california/1968-east-la-school-walkouts>.
- *Home | The Asian American Education Project*. (n.d.). Home | The Asian American Education Project; asianamericanedu.org. Retrieved July 5, 2022, from <https://asianamericanedu.org>.
- *Lesson: The Black Panthers & the FBI, with Judas and the Black Messiah Discussion Guide — Woven Teaching*. (n.d.). Woven Teaching; www.woventeaching.org. Retrieved July 8, 2022, from <https://www.woventeaching.org/lessons/black-panthers-and-fbi>.

Collection of primary sources, secondary sources, lesson plans, and activities archived on departmental Schoology page.

Unit 7: Social Turmoil (1964-1980)

Summary and Rationale	
Students will study how mounting domestic and foreign challenges caused some to rethink the role of the federal government in actively addressing problems. As these problems built, conservative social and political activists grew in number and strength to offer an alternative viewpoint to liberal democracy.	
Recommended Pacing	
New Conservatism: 3 Days Partisan Divides: 2 Days	
State Standards	
Standard 6.1.12 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.	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.CivicsPI.14.a:	Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
6.1.12.CivicsPI.14.b	Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.CivicsPI.14.d	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
6.1.12.CivicsCM.14.b	Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
6.1.12.CivicsPD.14.a	Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
6.1.12.CivicsDP.14.a	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
6.1.12.GeoPP.14.a	Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
6.1.12.GeoPP.14.b	Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
6.1.12.GeoHE.14.a	Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
6.1.12.EconNE.14.a	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.

6.1.12.GeoNE.14.a	Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.
6.1.12.EconET.14.a:	Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.
6.1.12.EconET.14.b	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the workforce), and government and consumer debt and their impact on society.
6.1.12.EconEM.14.a	Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
6.1.12.HistoryCA.14.a	Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.
6.1.12.HistoryCA.14.b	Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
Standard Historical sources and evidence provide an understanding of different points of view about historical events.	
CPI #	Cumulative Progress Indicator (CPI)
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 perspectives 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.
Standard Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.HistoryCC.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
Standard 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.	
CPI #	Cumulative Progress Indicator (CPI)
C:18A 52:16A-88	History of African-Americans included in middle and high school curriculum
Standard S4021 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.	
CPI #	Cumulative Progress Indicator (CPI)
S4021	History of Asian-Americans and Pacific Islanders included in middle and high school curriculum
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> The election of 1980 evidenced a shift in traditional regional voting patterns and demographic blocs. 	

- Conservative economic policies of the 1980s focused on reductions in entitlements and increased defense spending.
- Technological innovation and ‘information overload’ continue to transform all dimensions of life in the United States.
- Beneath the prosperity of the last decades of the end of the 20th century, inequities persisted.

Unit Essential Questions

- How have demographic changes since 1980 affected U.S. culture, politics, and society?
- How have debates over civil rights, immigration, technology, the economy, and the environment influenced U.S. politics and culture and shaped conceptions of U.S. national identity?
- Why did Americans begin to show a more serious concern over environmental issues by 1970?
- What should the role of government be when it comes to the economy?

Objectives

Students will know:

- The growing distrust of the American people in their government as a result of the Vietnam War, Watergate, and other economic problems.
- Students will discuss why Americans wanted a return to smaller government and conservative ideas during the 1980s.
- Reagan’s economic theories and the impact of those theories on average Americans.

Students will be able to:

- Identify and analyze the causes of various socioeconomic problems facing the U.S.
- Analyze the roots of New Conservatism.
- Evaluate the effectiveness of environmental legislation in the 1970s
- Discuss Reagan’s administration and the social and political changes that occurred

Resources

Core Text: McDougal, Holt. *Americans, Grades 9-12: Mcdougal Littell the Americans*. Mcdougal Littell Houghton, 2006.

- Chapter 21: An Era of Social Change (1960-1975)
- Chapter 32: An Age of Limits (1968-1980)

Suggested Resources:

- *Teaching Environmental Activism Using PBS LearningMedia’s Celebrate Earth Day Resources | PBS Education*. (2018, April 22). Teaching Environmental Activism Using PBS... | PBS Education; [www.pbs.org. https://www.pbs.org/education/blog/teaching-environmental-activism-using-pbs-learningmedias-celebrate-earth-day-resources](https://www.pbs.org/education/blog/teaching-environmental-activism-using-pbs-learningmedias-celebrate-earth-day-resources).
- National Geographic Society. (2016, December 2). *Presidential Decision-Making: The 1970s Energy Crisis | National Geographic Society*. National Geographic Society; [www.nationalgeographic.org. https://www.nationalgeographic.org/lesson/presidential-decision-making-1970s-energy-crisis/](https://www.nationalgeographic.org/lesson/presidential-decision-making-1970s-energy-crisis/).
- *Lesson plan: Watergate and the limits of presidential power - PBS NewsHour Classroom*. (2019, June 1). PBS NewsHour Classroom; www.pbs.org.

<https://www.pbs.org/newshour/classroom/2019/06/watergate-lesson-plan-the-limits-of-presidential-power/>.

- Stanley, C. (n.d.). *The Iran Hostage Crisis Simulation | Harry S. Truman*. The Iran Hostage Crisis Simulation | Harry S. Truman; www.trumanlibrary.gov. Retrieved July 6, 2022, from <https://www.trumanlibrary.gov/education/lesson-plans/iran-hostage-crisis-simulation>.
- *1970s America | DocsTeach*. (n.d.). 1970s America | DocsTeach; www.docsteach.org. Retrieved July 6, 2022, from <https://www.docsteach.org/topics/70s>.
- *Johnson and Reagan - C3 Teachers*. (2017, June 15). C3 Teachers; c3teachers.org. <https://c3teachers.org/inquiries/johnson-and-reagan/>.

Collection of primary sources, secondary sources, lesson plans, and activities archived on departmental Schoology page.

Unit 8: The Rise of Conservatism and the Challenges of the 21st Century (1980-present)

Summary and Rationale	
Students will study how the rise of the modern conservative movement in the late 20th century contributed to growing both American prosperity as well as with inequality within America. Students will analyze the causes of various contemporary issues, such as globalization, the War on Terror, anthropogenic climate change, and political partisanship, and collaborate to identify potential solutions. This unit will ultimately prepare students to actively participate in the democratic process and work to make the nation more equitable and prosperous for all.	
Recommended Pacing	
5 Days	
State Standards	
Standard 6.1.12 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	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.CivicsPR.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.
6.1.12.CivicsHR.15.a	Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
6.1.12.EconNE.15.a	Assess economic priorities related to international and domestic needs, as reflected in the national budget.
6.1.12.HistoryCC.15.a	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
6.1.12.HistoryCC.15.b	Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
6.1.12.HistoryCC.15.c	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
6.1.12.HistorySE.15.a	Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
6.1.12.HistorySE.15.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.
Standard 6.1.12 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.	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
6.1.12.CivicsPR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

6.1.12.GeoHE16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
6.1.12.EconGE.16.a	Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
6.1.12.EconNE.16.a	Make evidenced-based inferences regarding the impact of technology on the global workforce and on entrepreneurship.
6.1.12.EconNE.16.b	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
6.1.12.HistoryCC.16.a	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
6.1.12.HistoryCC.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
Standard Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.HistoryCC.14.b	Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
6.1.12.HistoryCC.14.c	Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.
6.1.12.HistoryCC.14.d	Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.
Standard C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum. 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.	
CPI #	Cumulative Progress Indicator (CPI)
C.18A:35-4.35	History of disabled and LGBT persons included in middle and high school curriculum
Standard 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.	
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CPI #	Cumulative Progress Indicator (CPI)
S4021	History of Asian-Americans and Pacific Islanders included in middle and high school curriculum
Instructional Focus	
Unit Enduring Understandings	

- In the wake of the Cold War, globalization presented Americans with new challenges.
- Foreign policy decisions in the wake of the September 11 th attacks are driven by concerns about global and domestic security against terrorism as much as maintenance of our economic strength.

Unit Essential Questions

- How have U.S. foreign policy goals and actions evolved since the end of the Cold War?
- What factors have led to increasing globalization, and how has increasing globalization influenced U.S. society?
- What responsibility do citizens have to actively participate in a democratic society?

Objectives

Students will know:

- The sweeping changes in world affairs in the early 1990s changed the face of world politics.
- Globalization presented new economic opportunities for Americans but also contributed to growing inequality
- How technological development has accelerated and significantly impacted daily American life and the exchange of information

Students will be able to:

- Explain how various groups are taking informed action to combat climate crisis, racial and economic inequality
- Develop claims and use evidence to demonstrate the impacts of the "War on Terror" in the US and abroad
- Present arguments and explanations about how the Internet has reshaped American life

Resources

Core Text: McDougal, Holt. *Americans, Grades 9-12: Mcdougal Littell the Americans*. Mcdougal Littell Houghton, 2006.

- Chapter 33: The Conservative Tide (1980-1992)
- Chapter 34: The United States in the World Today (1992-2001)

Suggested Resources:

- University of Minnesota. (2017). *Teaching Immigration with the Immigrant Stories Project*. Immigration History Research Center. https://www.ilctr.org/wp-content/uploads/2018/10/Teaching-Immigration-with-the-Immigrant-Stories-Project-FINAL_opt.pdf.
- *Teaching Current Events: Global Immigration | Facing History and Ourselves*. (n.d.). Facing History and Ourselves; www.facinghistory.org. Retrieved July 5, 2022, from <https://www.facinghistory.org/educator-resources/current-events/global-immigration>.
- The Regents of the University of California. (2013). *The End of the Cold War*. History Blueprint - UC Davis. <https://chssp.ucdavis.edu/sites/g/files/dgvnsk8426/files/inline-files/End%20of%20the%20Cold%20War%20%28CWW%3AA5%29.pdf>.
- *The Costs of War - Choices Program*. (2022, January 31). Choices Program; www.choices.edu. <https://www.choices.edu/teaching-news-lesson/the-costs-of-war/>.
- *Lesson Plans | National September 11 Memorial & Museum*. (n.d.). Lesson Plans | National September 11 Memorial & Museum; www.911memorial.org. Retrieved July 6, 2022, from <https://www.911memorial.org/learn/students-and-teachers/lesson-plans>.

- Media, E. (2014). *Teachers' Guide - The Storm* | Teacher Center | FRONTLINE | PBS. Teachers' Guide - The Storm | Teacher Center | FRONTLINE | PBS; [www.pbs.org. https://www.pbs.org/wgbh/pages/frontline/teach/storm/](https://www.pbs.org/wgbh/pages/frontline/teach/storm/).
- Society, N. G. (2010, November 11). *The Debate Over Globalization* | National Geographic Society. National Geographic Society; [www.nationalgeographic.org. https://www.nationalgeographic.org/activity/the-debate-over-globalization/](https://www.nationalgeographic.org/activity/the-debate-over-globalization/).
- Obergefell v. Hodges (2015) | 14th Amendment and Same Sex Marriage | iCivics. (n.d.). Obergefell v. Hodges (2015) | 14th Amendment and Same Sex Marriage | iCivics; www.icivics.org. Retrieved July 8, 2022, from <https://www.icivics.org/teachers/lesson-plans/obergefell-v-hodges-2015>.
- Constitutional Rights Foundation. (2021). A Long Road to Historic Beginnings: Barack Obama as the Nation's First Black President. Lessons on the Historic Election of Barack Obama. <https://www.crf-usa.org/images/pdf/obamalessons-6-12.pdf>.

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