

U.S. History II

August

2017

Developed Spring 2013

The 11th grade U.S. History II curriculum is a course that was developed by the Fair Lawn Social Studies High School Course Team and is aligned to the Grades 11 -12 NJ Student Learning Standards in Social Studies.

10th Grade

Fair Lawn

Public Schools

Fair Lawn, NJ

Fair Lawn School District

Table of Contents

Committee Credits

Course Synopsis

Philosophy & Rationale

Scope & Sequence

Unit Descriptions

Course Materials

Assessments

Interdisciplinary Connections

21st Century Skills Connections

Alignment to Technology Standards

Appendix I

Committee Credits

Curriculum Authors:

Suzanne Gons

Jeanine Hayek

Suzanne Gons, Supervisor

United States History II

I. Course Synopsis

United States History 2H: Designed to examine United States history from 1900 to the present day, this course will offer a more in-depth view of the modernization of America. Students will transcend each decade by researching the four major themes of historical thought including, political structure, economics, social justice, and foreign policy. In addition to more stringent requirements in reading and writing assignments, students will be expected to present oral assessments, interpret and analyze primary sources, and complete independent research projects.

United States History 2CP: The purpose of the United States History 2 course is to integrate the study of the social, economic, and political problems of the twentieth century into the framework of this modern era. Among the anticipated objectives are the understanding of the growth of democratizing institutions in the present day United States and the students' role in utilizing these democratic forces in the practice of responsible citizenship. Students will be able to relate events of the past to present day situations.

United States History 2: The purpose of the United States History 2 course is to integrate the study of the social, economic, and political problems of the twentieth century into the framework of this modern era. Among the anticipated objectives are the understanding of the growth of democratizing institutions in the present day United States and the students' role in utilizing these democratic forces in the practice of responsible citizenship. Students will be able to relate events of the past to present day situations.

II. Philosophy & Rationale

Fair Lawn District Mission

Recognizing that the "Leaders of Tomorrow Attend Fair Lawn Schools Today," it is the mission of Fair Lawn High School to afford each student the opportunity to learn, to achieve success and to become a confident and productive member of a global and technological society prepared to face the challenges of the 21st century. We believe that a major purpose of an education is to cultivate in each student a sense of wonder in the life-long process of learning. We believe that our school provides a learning environment that is student-centered, and supports the interaction of students, parents, professional staff, and the community. We believe that teachers must be empowered to develop and deliver high quality instruction, nurture students' special talents and abilities, and respond to the needs of each individual. We believe that the optimal environment is one in which students feel free to challenge themselves and have opportunities to take initiative, to articulate clearly and imaginatively, to be creative, and to learn from their inquiry and experience.

We believe that an education which provides for the intellectual, aesthetic, physical, cultural, technological and social development of young people leads to their becoming productive and humane citizens who demonstrate self-discipline, responsibility and respect for others. We believe that education provides students with opportunities to access knowledge, ensuring competence and confidence in responding to the challenges of the future.

Department of Social Studies Statement of Philosophy

Social Studies is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level. Social Studies must also help students understand, respect and appreciate the commonalities and differences that give people character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

Ten Thematic Strands

I Culture – A people’s way of life, language, customs, arts, belief systems, traditions, and how they evolve over time.

II Time, Continuity, and Change – The importance of understanding the past and key historical concepts, analytically and from various perspectives.

III People, Places, and Environments – The complex relationship between human beings and the environments within which they live and work.

IV Individual Development and Identity – The exploration of human behaviors as they relate to the development of personal identities and the various factors that impact identity formation.

V Individuals, Groups, and Institutions – The impact of educational, religious, social, and political groups and institutions and the integral roles they play in people’s lives.

VI Power, Authority, and Governance – The complex purposes and features of individuals and groups with respect to issues of power and government.

VII Production, Distribution, and Consumption – The role of resources, their production and use, technology, and trade on economic systems.

VIII Science, Technology, and Society – The significance of scientific discovery and technological change on people, the environment, and other systems.

IX Global Connections – The critical importance of knowledge and awareness of politics, economics, geography, and culture on a global scale.

X Civic Ideals and Practices – The understanding that civic ideals and participatory citizenship are central to democracy.

For a complete explanation of the Ten Thematic Strands, go to www.socialstudies.org/standards/strand

New Jersey Student Learning Standards: Our Social Studies curricula aligns, when possible, to the NJSL SOCIAL STUDIES in ELA. The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

Curricula Writing

The administrators and teachers of the Fair Lawn Public Schools are committed to writing, researching, and producing curricula in all subject areas that are aligned the NJ Student Learning Standards. Curriculum is designed to be a **living document** – added to, edited, and enhanced at any time. Standing committees of teachers and administrators meet on a routine basis to monitor the effectiveness of our curriculum. The process used by the educators of the Fair Lawn Schools is rigorous and reflective in examining all facets of the foundational documents, upon which our curricula is based, to ensure for this alignment.

In all curriculum writing, particular emphasis is given to employing the most current, research based instructional and assessment strategies available at the time. These strategies are continually updated and refined as new knowledge and pedagogy becomes widely accepted and proven successful in the field of education.

21st Century Competencies and Standards

There is ample evidence all around us of the many changes the 21st century has brought to our lives. The Fair Lawn Public Schools believe that to prepare our students for the world of tomorrow, we must enhance today's learning environments. The outcomes we want for our students are not new to the 21st century. Instead, they express knowledge and skills that are essential for life in the 21st century. Reflecting time-honored skills, taught via proved learning methods, and supported by modern learning tools, processes, and environments, the Fair Lawns Public Schools embraces the teaching of 21st Century Skills and unite these elements into a coherent set of educational objectives to ensure that all students are prepared for success.

There are four 21st-Century Life and Careers standards. Standards 9.1, 9.2, and 9.3 describe life and career skills that are integrated throughout the K-12 curriculum, while Standard 9.4 describes specialized skills that are taught in grades 9-12 as part of career and technical education programs. An overview of the four standards follows. Click on the link for more information

<http://www.state.nj.us/education/cccs/standards/9>

New Jersey State Department of Education NJ Educational Mandates

The core mission of the New Jersey Commission on Holocaust Education is to promote Holocaust education in the State of New Jersey. On a continual basis, the Commission shall survey the status of Holocaust Education; design, encourage and promote the implementation of Holocaust and genocide education and awareness; provide programs in New Jersey; and coordinate designated events that will provide appropriate memorialization of the Holocaust on a regular basis throughout the state.

[http://www.state.nj.us/njded/holocaust/about us/mandate.html](http://www.state.nj.us/njded/holocaust/about%20us/mandate.html)

The Amistad Bill (A1301), calls on “New Jersey schools to incorporate African-American history into their Social Studies curriculum.” Passed by the New Jersey legislature in 2002, “The Amistad Bill” created the

Amistad Commission, a 22- member body charged with ensuring that the rich heritage and lessons of black America are fully represented and taught throughout the state’s classrooms.
<http://www.theamistadcommission.com/>

III. Scope & Sequence

Era of Reform	5 weeks
Overseas Expansion	4 weeks
The Great War	4 weeks
The Red Scare / Roaring 20s	3 weeks
Crisis and Recovery	5 weeks
American Intervention and the Homefront	5 weeks
The Cold War Comes Home	4 weeks
Civil Rights	3 weeks
The Vietnam War	2 weeks
Modern America	2 weeks

IV. Unit Descriptions

Unit 1:

Era of Reform

5 weeks

Unit Summary:

From the beginning of Theodore Roosevelt’s administration (1901 – 1909) until the entry of the United States into World War I in 1917, a spirit of active reform dominated national, state and local politics. Those who sought change were known as Progressives.

Unit Themes:

- Industrialization
- Social Movements
- Political Movements
- Economic Reforms
- Progressivism

Enduring Understanding:

- Reform is an essential component of democracy.
- The media/muckrakers of the early twentieth century had an influential role in informing the public of injustices and in shaping public opinion.

- The Progressive Era increased executive power which modernized the office of the President.
- Discuss the consequences that came with rapid industrialization, immigration and urbanization
- Analyze the demands of social, economic and political reformers
- Define and discuss Amendments 16-19
- Identify various Muckrakers
- Explain the need for labor unions and social reform
- Identify and analyze the political actions of the Progressive Presidents
- Understand the role of media in reform

Essential Questions:

- What should the role of the government be in the economy?
- What should the role of the government be in the lives of everyday Americans?
- What role does reform play in a democracy?

Benchmark Assessments:

- Quizzes on topics of the Progressive Era
- Link to current events
- Document Analysis
- Unit test

Suggested Activities:

- Students will read excerpts from the jungle and answer open-ended questions.
- Muckraker project- Students will choose an issue which effects their schools, town or state and write an expose piece in which they define the problem and offer solutions
- Students will research a modern day reform movement and create a poster and informational brochure on their chosen movement
- Analysis of Political Cartoons
- Exit slips
- Do now activities
- Documentaries – The Presidents Video Series, The Story of Us

Standards:***NJSLS in Social Studies:***

6.12.A.6.a,b,c; 6.1.12.C.6.a,b,c; 6.1.12.D.6.a,c

NJSLS in ELA:

See Philosophy and Rationale

Modifications: See Appendix I

Unit 2:**Overseas Expansion****4 weeks****Unit Summary:**

Since colonial times, Americans had been pushing westward into new territories. Crossing the Allegheny Mountains and Mississippi Valley, they reached the Pacific Ocean in the 1840s. They then settled the last frontier - the Great Plains and the Rocky Mountain region. By the late 19th century, Americans began to show interest in lands beyond their borders for political, economic and social reasons.

Unit Themes:

- Political and Social Systems
- Conflict/Change
- Economic Systems
- Continuity and Change
- Nationalism
- Power
- Authority
- Racism

Enduring Understanding:

- The need for American imperialism is fueled by international competition in economics, politics and military supremacy.
- The media/yellow press' influence on President McKinley's policy making decisions.
- The United States emerged as the dominant power in the Western Hemisphere and on world stage.
- Describe the foreign policy known as expansionism or imperialism.
- Explain what motivated the United States to adopt this policy in the nineteenth century.
- Explain how Americans gradually increased their influence over Hawaii's economy and government.
- Explain the "spheres of influence".
- Explain the causes and effects of the Boxer Rebellion.
- Explain how the open door policy, big stick and dollar diplomacy effected economic and social factors in United States.
- Discuss the relevance of imperialism today.

Essential Questions:

- What should the role of America be in the world?
- What role should the media play in decision making?
- What are justifiable reasons for the United States declaring war?
- Was American imperialism justified?

Benchmark Assessments:

- Quizzes on topics of overseas expansion
- Link to current events
- Document analysis
- Unit test

Suggested Activities:

- Political Cartoon Comparison- Big Stick, dollar diplomacy and open door
- Students create their own Imperialism Political Cartoon
- 1898 Simulation- Students are assigned a role in the Presidential Cabinet and they have to advise the President on the Spanish American War.
- Students will complete a graphic organizer on U.S. expansion regarding Alaska, Hawaii, Japan and the Caribbean and will use the information to write a letter to the President on whether we should continue with expansion.
- Analysis of Political Cartoons
- Exit slips
- Do now activities
- Documentaries – The Presidents Video Series, The Story of Us

Standards:***NJSLS in Social Studies:***

6.12.B.6.a,b; 6.1.12.C.6.b,c; 6.1.12.D.6.b;6.1.12.B.7.a

NJSLS in ELA:

See *Philosophy and Rationale*

Modifications: See Appendix I

Unit 3:

The Great War

4 weeks

Unit Summary:

In 1914 extreme nationalism, militarism, and an entangling system of alliances drew the great European powers into a devastating conflict. In the U.S. presidential election of 1916, President Woodrow Wilson campaigned and won re-election on a political platform of neutrality. Several factors pushed the United States to abandon its isolationist foreign policy and enter the conflict in 1917. The U.S. government's refusal to enter the League of Nations, the newly established international organization for peace, at the end of the conflict, signaled its retreat into an isolationist foreign policy.

Unit Themes:

- Political and Social Systems
- Global Interactions
- Conflict/Change
- Economics and Technology
- Continuity and Change
- Power
- Authority

Enduring Understanding:

- The disruption of American trade and the threat national security led to America's entrance into this global conflict.
- The magnitude of the Great War will result in an era of isolationism for America's foreign policy.
- The limitation of American civil liberties are constricted during a wartime setting.
- Analyze United States foreign policy through World War 1, including America's neutrality, Wilson's preparedness plan, the National Defense Act, "peace without victory."
- Describe the causes of the United States involvement in the war
- Explain social conditions on the home front
- Explain the use propaganda in mobilizing their resources and populations
- Describe the major events, personalities, and decisions of World War I, including the causes of United States involvement, social conditions on the home front, significant battles, Wilson's peace plan, and isolationism.
- Discuss the ratification of the Versailles Treaty and United States non-participation in the League of Nations.

Essential Questions:

- What should America's role be in world affairs?
- When and why is going to war just?
- What effect does war have on civilian populations?
-

Benchmark Assessments:

- Quizzes on topics of World War I
- Link to current events
- Document analysis
- Unit test

Suggested Activities:

- Read excerpts written by soldiers in WWI and respond to the letter.
- Analyze political cartoons from WWI
- Students will read about life in the trenches and write a letter home describing the conditions.
- Map of WWI battles

- Construct a WWI trench
- Analysis of Political Cartoons
- Exit slips
- Do now activities
- Documentaries – The Presidents Video Series, The Story of Us

Standards:***NJSLS in Social Studies:*****6.1.12.A.7.a,b,c; 6.1.12.B.7.a; 6.1.12.C.7.a,b; 6.1.12.D.7.a,b,c*****NJSLS in ELA:****See Philosophy and Rationale***Modifications:** See Appendix I**Unit 4:****The Red Scare / The Roaring 20s****3 weeks****Unit Summary:**

With the end of World War I in 1918, a new era in U.S. history began. It was characterized by political conservatism, economic prosperity and great social change. While the economic boom of the era was short-lived, most of the social changes were lasting.

Unit Themes:

- Conflict/Change
- Continuity and Change
- Power & Authority
- Political and Social Systems

Enduring Understanding:

- The 1920's were a time of social, political and economic change, which featured the themes of economic prosperity, nativism, isolationism and conservatism.
- Compare and contrast the social, cultural and technological changes in the 1920's
- Discuss the resurgence of nativism and racial violence
- Describe the Harlem Renaissance
- Compare and contrast the social, cultural, and technological changes in the inter-war period, including the changing role of women, the rise of a consumer economy, the resurgence of Nativism and racial violence, the Harlem Renaissance, and the Great Migration of African Americans to New Jersey from the south.
- Discuss the creation of social, labor, political, and economic advocacy organizations and institutions, including the National Association for the Advancement of Colored People

(NAACP), the AFL/CIO and other labor organizations, and the Women's Christian Temperance Union (WCTU).

- Describe the industrial advancements (automobiles, assembly line, electric conveniences).
- Explain the rise of consumer activity.

Essential Questions:

- What should the government's role be in the economy?
- Does social justice exist for all who live in America?
- Should the government regulate and promote morality?

Benchmark Assessments:

- Quizzes on topics of the 1920s
- Link to current events
- Document analysis
- Unit test

Suggested Activities:

- 1920's project- students conduct research on a person from the 1920's and then simulate a dinner party where they answer questions in character.
- Students will create a newspaper about the 1920's. The newspaper will help student in organizing and synthesizing the information they learned about the different aspects 1920's. The paper will include but not be limited to the following sections: news, arts, local, financial, want ads.
- Analysis of Political Cartoons
- Exit slips
- Do now activities
- Documentaries – The Presidents Video Series, The Story of Us

Standards:

NJSLS in Social Studies:

6.1.12.A.8.a,c; 6.1.12.C.8.a,b; 6.1.12.D.8.a,b

NJSLS in ELA:

See *Philosophy and Rationale*

Modifications: See Appendix I

Unit 5:

Crisis and Recovery

4 weeks

Unit Summary:

The 1929 stock market crash was just one of several factors that plunged the nation into the greatest economic depression it had ever endured. The depression of the 1930s was a time of great economic upheaval that ushered in an era of significant government intervention, known as the New Deal, under the leadership of President Franklin Delano Roosevelt.

Unit Themes:

- Political and Social Systems
- Global Interactions
- Continuity and Change
- Power & Authority
- Identity

Enduring Understanding:

- At times of economic instability the role of the federal government increases in order to promote economic growth.
- The Great Depression and the New Deal forever changed the relationship of the federal government in the economy.
- During times of crisis the executive power has historically increased which poses challenges to the governments checks and balances.
- Identify causes of the Great Depression
- Debate over the government's initial attempts to resolve it
- Explain the importance of the media on in promoting government programs
- Compare and contrast Hoover and Roosevelt's approaches to alleviate the crisis
- Explain the enduring legacy of the New Deal on modern life
- Explain how the Stock market crash effected the economy
- Describe life in the Dust Bowl
- Explain the economic impact of the Hawley-Smoot Tariff (1930). FERA

Essential Questions:

- What should be the role of the government in our economy?
- What role should the government play in the life of the individual?
- Does the increase of presidential power threaten American democracy?

Benchmark Assessments:

- Quizzes on topics of the Great Depression and New Deal
- Link to current events
- Document analysis
- Unit test

Suggested Activities:

- Read excerpts from "Out of the Dust", which is a poem book from the Dust Bowl and

- students will create their own poems
- Analysis of Political Cartoons
 - Exit slips
 - Do now activities
 - Documentaries – The Presidents Video Series, The Story of Us

Standards:***NJSLS in Social Studies:*****6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.C.9.a,b,c,d; 6.1.12.D.9.a,b*****NJSLS in ELA:****See Philosophy and Rationale***Modifications:** See Appendix I**Unit 6:****American Intervention and the Homefront****5 weeks****Unit Summary:**

A second World War began in 1939, less than 21 years after the end of the Great War. Despite its isolationist foreign policy, the United States was drawn into the conflict when its naval bases at Pearl Harbor, Hawaii were attacked by the Japanese in December of 1941. The United States played a much larger role in World War II than it had in World War I, but again it escaped the devastation that left much of Europe and Asia in ruins. After the conflict, the United States assumed a position of world leadership, realizing it could not remain uninvolved in world affairs any longer.

Unit Themes:

- Political Systems
- Conflict
- Economics and Technology
- Continuity and Change
- Power

Enduring Understanding:

- The rise of totalitarian governments threaten the liberty and freedom of the citizens of the world.
- The United States foreign policy was forever changed by World War II from isolationism to interventionist.
- World War II required numerous sacrifices by the civilian and the military population.
- During the time of great national crisis, civil liberties have been suspended.
- There will forever be a historical debate of Truman's decision to use the atomic weapon.

- Man's inhumanity to man, as illustrated by the Holocaust.
- Describe the political background leading to American involvement in World War II
- Explain the rise of Japan, Germany, Italy, and Russia
- Explain the cause and effects of World War 2
- Explain the cause, course and consequence of the bombing of Pearl Harbor
- Explain the key events and people involved with the causes, course and consequences of World War II
- Explain the numerous social injustices caused worldwide by this crisis
- Explain how American foreign policy has forever changed by World War II
- Articulate the importance of the invasion of Normandy for the Allied war strategy to topple Nazi Germany through the analysis of a pair of primary sources relating to the event.
- Assess the overall strategy for both the Allied and Axis powers in taking Northern Europe.
- Identify on a map locations that were important to the war in northern Europe. v. V-E Day

Essential Questions:

- What threats do totalitarian governments pose to free nations/peoples?
- What should the role of the United States be as a world power?
- Does social justice exist for all citizens during a national crisis?
- What sacrifices do individuals make during wartime?
- Should the United States condone the use of weapons of mass destruction?
- Were there political and military implications in the use of the atomic weapon?
- Can the creation of the United Nations create and maintain world peace?

Benchmark Assessments:

- Quizzes on topics of World War II
- Link to current events
- Document analysis
- Unit test

Suggested Activities:

- Examine propaganda posters from WWII and then students create their own.
- Students will create a web quest related to battles during WWII
- Students will watch "The Obsolete Man" and make comparisons to the rise of dictators in Europe.
- Debate the issue of Japanese Internment
- Analysis of War Posters
- Exit slips
- Do now activities
- Documentaries – The Presidents Video Series, The Story of Us

Standards:

NJSLS in Social Studies:

6.1.12.A.11.a,b,c,d,e; 6.1.12.B.11.a; 6.1.12.C.11.a,b; 6.1.12.D.11.a,b,c,d,e

NJSLS in ELA:

See *Philosophy and Rationale*

Modifications: See Appendix I

Unit 7:

The Cold War Comes Home

4 weeks

Unit Summary:

World War II was the most destructive war in history. Widespread devastation made the process of rebuilding a difficult task. The war also changed the balance of power in world affairs. With Britain and France too weak to play a decisive role in the postwar world, two superpowers, the United States and the Soviet Union, now dominated international affairs. These wartime allies became mortal enemies, locked in a global struggle military, political, economic, ideological to prevail in a new "Cold War."

Unit Themes:

- Belief Systems
- Political, Religious and Social Systems
- Conflict
- Economics and Technology
- Continuity and Change
- Power
- Citizenship

Enduring Understanding:

- The development of the Cold War increased the United States role in international affairs.
- The "new" Red Scare caused confusion and intolerance at home and abroad.
- America experienced challenges converting from a wartime to a peace time economy and mentality.
- The United States attempted to undo the injustice that has plagued all types of minority groups.
- America's social climate changed from conformity to a desire for greater individual expression.
- Analyze United States foreign policy during the Cold War period, including the relations between the United States and the USSR, US reaction to the Soviet subjugation of Eastern Europe, the Truman Doctrine, the Marshall Plan, the Korean War the U-2 Incident, the Cuban Missile Crisis.
- Analyze political trends in postwar America in the administrations of Harry Truman and Dwight D. Eisenhower, John F. Kennedy and Lyndon Johnson.

- Discuss how American policies following World War II developed as a result of the failures experienced and lessons learned after World War I
- Examine and analyze the McCarthy hearings
- Explain changes in the post war society of the United States and New Jersey, including the impact of television, the interstate highway system, the growth of the suburbs, and the democratization of education

Essential Questions:

- What role does the United States play in ensuring democracy as opposed to fighting communism?
- Should the United States be the international police officer?
- What are the excesses and limitations of free speech?
- Should the government assist in the transition from military to civilian life?
- Should the government continue assistance/supervision over the economy and its people?

Benchmark Assessments:

- Quizzes on topics of the Cold War
- Link to current events
- Document analysis
- Unit test

Suggested Activities:

- Students will connect *The Crucible* to McCarthyism through a research project
- Students will view various episodes of the *Twilight Zone* and make connections to Cold War policies and social life during the Cold War Era
- Students will be given pictures and advertisements of products from the early 1950's and will have to match the descriptions of the pictures to the pictures. They will then use this information to create an article about social life in the 1950's.
- Map activities regarding the Soviet block
- Students will view and analyze excerpts from both versions of the *Manchurian Candidate*.
- Students will use primary source articles from the *NY Times* to examine and analyze events during the Cold war, such as the Rise and fall of the Berlin Wall and Sputnik
- Exit slips
- Do now activities
- Documentaries – The Presidents Video Series, The Story of Us

Standards:***NJSLS in Social Studies:***

6.1.12.A.12.a,b,c; 6.1.12.B.12.a; 6.1.12.C.12.a,c,d; 6.1.12.D.12.b,c;6.1.12.A.15.a,b,c,d,e,f; 6.1.12.B.15.a; 6.1.12.C.15.a,b; 6.1.12.D.15.a,b,c,d

NJSLS in ELA:

See Philosophy and Rationale

Modifications: See Appendix I

Unit 8:**Civil Rights****3 weeks****Unit Summary:**

The civil rights movement was a mass popular movement to secure for African Americans equal access to and opportunities for the basic privileges and rights of U.S. citizenship. Although the roots of the civil rights movement go back to the 19th century, the movement peaked in the 1950s and 1960s. African American men and women, along with whites, organized and led the movement at national and local levels. They pursued their goals through legal means, negotiations, petitions, and nonviolent protest demonstrations. The largest social movement of the 20th century, the civil rights movement influenced the modern women's rights movement and the student movement of the 1960s.

Unit Themes:

- Belief Systems
- Political, Religious and Social Systems
- Conflict
- Continuity and Change
- Power
- Citizenship

Enduring Understanding:

- World War II and Brown v. Board of Education precipitated the creation of a Civil Rights movement in America.
- America has not always stood for liberty and freedom all peoples.
- Civil disobedience and politics of protest become the vehicles of change for the rest of the century.
- Analyze political trends in post war America, including major Supreme Court decisions.
- Analyze the Civil Rights and Women's Movements, including Montgomery Bus Boycott, the Civil Rights Act, the Little Rock Schools Crisis, the Voting Rights Acts, and Brown v. Board of Education.

Essential Questions:

- What is the role of the media in promoting popular and unpopular causes?
- Has liberty, freedom and equal rights been guaranteed to all citizens of the United States?
- When is civil disobedience and protest justified?
- What resistance was there to the movement and why?

Benchmark Assessments:

- Quizzes on topics of the Civil Rights Movement
- Link to current events
- Document analysis
- Unit test

Suggested Activities:

- Students will view *Eyes on the Prize*
- Students will research and create “A Children’s Encyclopedia of the Civil Rights Movement.” This can be a PBL in which students will have to research key figures and events in order to create the book.
- Exit slips
- Do now activities
- Documentaries – The Presidents Video Series, The Story of Us

Standards:***NJSLS in Social Studies:***

6.1.12.A.13.a,b,c; 6.1.12.B.13.a,b; 6.1.12.C.13.a,b,c,d; 6.1.12.D.13.a,b,c,d,e,f

NJSLS in ELA:

See *Philosophy and Rationale*

Modifications: See Appendix I

Unit 9:

The Vietnam War

3 weeks

Unit Summary:

The Vietnam War was one of the major conflicts of the 20th century. It was a long, bloody conflict that ended with the United States’ first major military upset with huge ramifications, nationally and globally. The Vietnam War arose out of more than a century of foreigners’ occupation of Vietnam. Once independent, Vietnam erupted in a civil war between two competing political and economic ideologies.

Unit Themes:

- Belief Systems
- Political, Religious and Social Systems
- Conflict
- Economics and Technology
- Power
- Citizenship

Enduring Understanding:

- The Vietnam War redefined America's foreign policy, relationship between the government and its citizens and the idea of social conformity.
- Explain the causes and effects of America's involvement in the Vietnam War
- Explain the effects of civil disobedience and counter culture on our social history
- Explain the lasting effects of the credibility gap between the government and its people

Essential Questions:

- Was the Vietnam War a just war?
- What are the consequences when citizens lose trust in their government?
- What were the difficulties for the American soldiers in fighting this war?
- What role did the media play in America's perception of the war?
- What are the lasting effects of this "lost" war?

Benchmark Assessments:

- Quizzes on topics of the Vietnam War
- Link to current events
- Document analysis
- Unit test

Suggested Activities:

- Photo study of pictures from the war
- Students will pretend to be a member of Congress and will debate the U.S. entering the Vietnam War
- Students will examine historical evidence relating to the war and draw conclusions about the attitudes of some Americans regarding the war. Each group will have five minutes to examine the following artifacts: POW/MIA bracelet, protest bumper sticker, rubbing from the Vietnam Wall, lyrics to songs Fish Cheer by Country Joe McDonald and War by Edwin Starr, diary entry of a soldier in Vietnam in 1968
- Exit slips
- Do now activities
- Documentaries – The Presidents Video Series, The Story of Us

Standards:***NJSLS in Social Studies:***

6.1.12.A.12.a,b; 6.1.12.D.12.b,c,d,e

NJSLS in ELA:

See *Philosophy and Rationale*

Modifications: See Appendix I

Unit 10:

Modern America

2 weeks

Unit Summary:

The Vietnam War was one of the major conflicts of the 20th century. It was a long, bloody conflict that ended with the United States' first major military upset with huge ramifications, nationally and globally. The Vietnam War arose out of more than a century of foreigners' occupation of Vietnam. Once independent, Vietnam erupted in a civil war between two competing political and economic ideologies.

Unit Themes:

- Belief Systems
- Political, Religious and Social Systems
- Conflict
- Economics and Technology
- Continuity and Change
- Power
- Citizenship

Enduring Understanding:

- The 1970's were a tumultuous decade full of conflict and contradiction due to the credibility gap between the government and its people, economic crisis, energy shortages and continuing social unrest.
- The 1980's were an attempt to move the country to a more conservative lifestyle, politics and morality.
- The 1990's were a decade of the greatest economic expansion, technological advances and new foreign policy changes.
- The United States struggles to adapt to a post 9/11 world.
- Explain the effects the Watergate Scandal on politics for the rest of the century.
- Explain the rise of the fundamentalism on American foreign policy.
- Explain the effects of the technological revolution on society and business.
- Explain how the expansion of the civil rights increased from 1970's to modern day.
- Explain the effects of 9/11 on politics, society and foreign policy.

Essential Questions:

- How do the events of the 70's, 80's and 90's directly influence the United States response to the challenges of the twenty-first century?

Benchmark Assessments:

- Quizzes on topics of Modern America

- Link to current events
- Document analysis
- Unit test

Suggested Activities:

- Students will interview people who were teenagers during the 1970's, 1980's and 1990's. They will ask questions about political, economic and social issues and will then compare the decades to create a brochure on modern American life.
- Exit slips
- Do now activities
- Documentaries – The Presidents Video Series, The Story of Us

Standards:

NJSLS in Social Studies:

6.1.12.A.14.a,b,c,d,e,f,g,h; 6.1.12.B.14.a,b,c,d; 6.1.12.C.14.a,b,c,d; 6.1.12.D.14.a,b,c,d,e,f ;
6.1.12.A.15.a,b,c,d,e,f; 6.1.12.B.15.a; 6.1.12.C.15.a,b; 6.1.12.D.15.a,b,c,d; 6.1.12.A.16.a,b,c; 6.1.12.B.16.a;
6.1.12.C.16.a,b,c; 6.1.12.D.16.a,b,c

NJSLS in ELA:

See *Philosophy and Rationale*

Modifications: See Appendix I

V. Course Materials

“The Americans” – McDougal Little- (Three versions based on reading levels)

Maps 101

United Streaming(Discovery Education)

Leveled Readings and Primary Source documents

Teacher Created materials

VI. Assessments

Formative Assessments

Exit slips

Do now activities

Graphic organizers

Writing – formal (i.e. essays) and informal (i.e. journals)

Discussion and debate, formal and informal

Map, graph, chart analysis

Summative Assessments

Quizzes

Primary Source Analysis

Unit Projects

Unit Tests

VII. Interdisciplinary Connections and Alignment to Technology standards

Interdisciplinary Connections

Social studies encompasses a broad multidisciplinary field within its own academic area, including the teaching of anthropology, civics, economics, geography, history, political science, psychology and sociology. The NJSLS are designed to integrate four core social studies disciplines: civics, economics, geography, and history. These interdisciplinary connections, as a result, are present within the current standards. Interdisciplinary connections in this document expand outside of the distinct field of social studies into: moral/social education; science, mathematics, and technology; and literacy/language arts.

Moral/social education: What are universal ideas and problems shared across humanity? What does it mean to be a citizen? What are the responsibilities and opportunities for active citizenship? What ideals and actions will enhance my personal development and the development of my various communities?

- Character education (Responsive Classroom, Teaching Tolerance, Facing History and Ourselves)
- Global citizenship education - Civics Kids, Teaching Civics, Character.org, Teaching Tomorrow's Citizens, Campaign for the Civic Mission of Schools, World Savvy, and Facing History
- Social participation projects - 150 Service Learning Projects, Sci/SS Service Connections.

Science, mathematics, and technology: How are we all connected? How have science and technology changed how we live across time? How can study of data inform my understanding of social, political, and historical phenomena?

- Sustainability and environmental education (NGSS Science, Technology, and Society Appendix; Facing the Future; Project Wild; UNESCO)
- Health and medical education

- Analysis of graphic and statistical data (historical, social, political) - Making Connections through Mapping, and Statistics and Social Sciences

Literacy (narrative, information, argument, and media): How do certain texts inform our understanding of social studies and history? How can social studies be a venue to express and communicate our ideas?

- Reading and writing content units of study (ELA)
- Historical fiction - Elem. Thematic Reading Materials, Carter Woodson Book Award Winners, Notable Social Studies Texts,
- Media and information literacy - The DBQ Project, PBS Teaching Media Literacy, National Associations for Media Literacy Education,
- Research writing - Teachers College Reading and Writing Project Reading/Writing Units of Study,
- Argument - Teaching Argumentative Writing

21st Century Themes & Skills

The following content statements can be integrated into any of the adopted Social Studies strands (A. Civics, Government and Human Rights, B. Geography, People and the Environment, C. Economics, Invention, and Technology, D. History, Culture and Perspectives.)

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.

- CRP12. Work productively in teams while using cultural global competence

Social Studies and Technology K-12 Indicators

As teaching, learning and curriculum across New Jersey evolves to better meet student needs, teachers when addressing social studies topics are expected to integrate the adopted 8.1 Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To that end, teachers will be expected to apply the following anchor standards into their classroom practice.

8.1 Educational Technology

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Apply existing knowledge to generate new ideas, products, or processes
- Create original works as a means of personal or group expression.
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.
- Advocate and practice safe, legal, and responsible use of information and technology.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.

Please see district chart for more detailed connections

Appendix I

Curriculum Differentiation is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products. This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure.

The social studies is a field of education that provides educators with a wealth of opportunities for differentiation, but also real challenges of meeting the needs of diverse learners. This addendum reveals pathways for social studies differentiation specific to four distinct student populations.

Teachers can differentiate

- *Content: What we teach and how we give students access to the information and ideas that matter*
- *Process: How students come to understand and "own" the knowledge, understanding, and skills essential to a topic*
- *Product: How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study*

According to students'

- *Readiness-The current knowledge, understanding, and skill level a student has related to a particular sequence of learning*
- *Interest-What a student enjoys learning about, thinking about, and doing*
- *Learning Style-A student's preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture*

Examples of Modifications and Differentiation

Gifted and Talented (content, process, product and learning environment)

N.J.A.C. 6A:8-3.1 Curriculum and instruction

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

Sample Differentiation Strategies and Techniques that apply to Social Studies

Learning Agendas/Contracts

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- the goals of the contract
- the obligations of each party to the contract
- the time frame within which the terms of the learning contract are to be fulfilled
- the basis on which it will be determined that the conditions of the contract were met

Sample Resource

<http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/learning%20contracts.html>

Anchor Activities

Self-directed specified ongoing activities in which students work independently

Sample Resource

http://www.rec4.com/filestore/REC4_AnchorActivityPacket_080513.pdf

Curriculum Compacting

Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level. Essentially, the procedure involves (1) defining the goals and outcomes of a particular unit or segment of instruction, (2) determining and documenting which students have already mastered most or all of a specified set of learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options that enable a more challenging and productive use of the student's time.

Sample resource:

<http://www.gifted.uconn.edu/sem/semart08.html>

RAFT Assignments

RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

Sample resource:

http://www.michigan.gov/documents/mde/SSWAC_225020_7.pdf p. 18

Flexible grouping

Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Sample resource:

<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>

Jigsaw Activities

Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Sample resource:

<http://www.adlit.org/strategies/22371/>

Extension Menus

Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

Sample resource:

<http://gilbertps.schoolwires.net/cms/lib3/AZ01001722/Centricity/Domain/809/Teaching%20Gifted%20Book%20of%20Forms.pdf> Sample See p. 13

English Language Learners

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. In social studies, LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that is culturally relevant and meaningful to his/her present and future lives. Social studies is the prime location for culturally-relevant pedagogy.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways.

Instructional Supports:

Hands-on materials

-bilingual dictionaries

-visual aids

-teacher made adaptations, outlines, study guides

-varied leveled texts of the same content

Please refer to the following link-

<http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf>

as mentioned on the NJDOE website.

Preparing students for the lesson:

- Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
- Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
- Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in social studies, particularly when studying the disciplines of history, civics, economics, and geography.
- Concept Development-Students will be learning about rights and duties, voting, public issues, revolutions, the environment, and many new concepts. Enduring understanding requires thorough and contextualized study of these subjects across grades and courses in social studies.
- Giving Directions- Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

Presenting the Lesson:

- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.
- Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication.
- Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.
- Utilize a “reverse chronology” approach to teaching history/social studies to even opportunities for students with and without vast cultural knowledge and make study of the social studies more meaningful.

Sample Resources:

CanDo Descriptors -

https://www.wida.us/standards/CAN_DOs/

Colorin Colorado - <http://www.colorincolorado.org/educators/>

WIDA - <https://www.wida.us/>

Students with Disabilities (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)

Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in social studies classroom settings, grades K-12. The primary aim of social studies education is cultivating active and informed citizens. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation – Expanding student motivation to learn content in social studies can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations - The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring – Social studies instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.

Classroom Organization - The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response - The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Social Studies Framework activities.

Students at Risk of School Failure

Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who are at-risk.