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| Created on: | July, 2015 |
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| Revised on: |  |
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| **2015 OCEAN COUNTY -Social Studies**  **CURRICULUM FRAMEWORK** | | | | | |
| Content Area: Social Studies | | | | | |
| Course Title: United States History II | | | | Grade Level: 11 | |
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|  | **Unit Plan 1**  **Imperialism Spanish American War**  **World War I (1890-1920)** |  | **Pacing**  **Guide 5**  **Weeks** | |  |
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|  | **Unit Plan 2**  **Roaring 20’s, Great Depression, World War II (1920-1945)** |  | **Pacing Guide 7 Weeks** | |  |
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|  | **Unit Plan 3**  **Cold War Conflicts**  **(1945-1963)** |  | **Pacing Guide 4 Weeks** | |  |
|  | **Unit Plan 4**  **Postwar Domestic Situation (1945-1960)** |  | **Pacing Guide**  **4 Weeks** | |  |
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|  | **Unit Plan 5**  **Era of Activism 1960’s** |  | **Pacing Guide 5 Weeks** | |  |
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|  | **Unit Plan 6**  **The Transitional 1970’s (Economic Globalization, Middle East Conflicts)** |  | **Pacing Guide 6 Weeks** | |  |
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|  | **Unit Plan 7**  **The 1980’s to the Modern Era** |  | **Pacing Guide 7 Weeks** |  |
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| **2015 Ocean County Social Studies Curriculum Framework**  **Unit 1 Overview** | |
| **Content Area:** Social Studies | |
| **Unit Title:** Spanish American War/ World War One | |
| **Target Course/Grade Level:** US II/ 11 | |
| **Unit Summary**  Imperialism is the military, political and economic domination by a stronger country towards a weaker country for purposes of exploitation. The unit will discuss the grab for power by competing nations and how this led to the start of the First World War. | |
| **Primary Interdisciplinary Connections:**  **English**- “White Man’s Burden” by Kipling (Poem), “Heart of Darkness” by Conrad (Book), Roosevelt Corollary (Primary Source), Collection of painting by Otto Dix, “The Soldier” by Rupert Brooke (Poem) and *Communist Manifesto* by Karl Marx, and Wilson’s “14 Points Speech” (Primary Source).  **Geography-** World Map of Imperialistic Age, and diagram of trench war  **Economics-** Domination of World Markets, and Open Door Policy, the creation of the first communist state  **Science**- Creation of the Panama Canal, advancements in wartime machines (zeppelins, airplanes, tanks, gases, and automatic weapons)  **Politics**- Palmer Raids and First Red Scare | |
| **21st Century Themes:** Search for the water way to the East, the search for gold, the arrival of Europeans which end isolationism in the Americas, and the Columbian Exchange (new economic opportunities for the Europe).   * Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information * Research skills and practices, interrogative questioning * Creativity, artistry, curiosity, imagination, innovation, personal expression * Perseverance, self-direction, planning, self-discipline, adaptability, initiative * Oral and written communication, public speaking and presenting, listening * Leadership, teamwork, collaboration, cooperation, virtual workspaces * Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming * Civic, ethical, and social-justice literacy * Economic and financial literacy, entrepreneurialism   mercantilism  triangular trade   * Global awareness, multicultural literacy, humanitarianism * Scientific literacy and reasoning, the scientific method * Environmental and conservation literacy, ecosystems understanding   worlds collide European-Native American contact   * Health and wellness literacy, including nutrition, diet, exercise, and public health and safety | |
| **Learning Targets** | |
| **Standards**  **6.1 U.S. History:** *America in the World:* All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such  knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.  **6.3 Active Citizenship in the 21st Century:** All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of New Jersey, the United States, and the World.    **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.  **9.1 21st-Century Life & Career Skills -** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. | |
| **Content Statements** | |
| **CPI #** | **Cumulative Progress Indicator (CPI)** |
| 6.1.11.A.7.a | Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war. |
| 6.2.11.A.7.b | Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.. |
| 6.2.11.A.7.c | Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries. |
| 6.2.11.B.7.a | Explain how global competition by nations for land and resources led to increased militarism. |
| 6.2.11.C.7.a | Determine how technological advancements affected the nature of World War I on land, on water, and in the air |
| 6.2.11.C.7.b | Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I. |
| 6.2.11.D.7.a | Evaluate the effectiveness of Woodrow Wilson’s leadership during and immediately after World War I. |
| 6.2.11.D.7.b | Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I. |
| 6.2.11.D.7.c | Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I. |

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| 6.3.12.A.2 | Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal. |
| 6.3.12.C.1 | Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders. |

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| **Core State Standards For English Language Arts & Literacy in History/Social Studies** | |
| RH.11-12.1 | Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. |
| RH.11-12.2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |
| RH.11-12.3. | Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| RH.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). |
| RH.11-12.5. | Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. |
| RH.11-12.6 | Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. |
| RH.11-12.7 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. |
| RH.11-12.8. | Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. |
| RH.11-12.9. | Integrate information from diverse sources, both primary and secondary, into a coherent  understanding of an idea or event, noting discrepancies among sources. |
| **Core State Standards For English Language/ Writing language Arts** | |
| WHST.11-  12.1. | Write arguments focused on *discipline-specific content*.   * Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. * Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s   knowledge level, concerns, values, and possible biases.   * Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. * Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Provide a concluding statement or section that follows from or supports the argument presented. |
| WHST.11-  12.2. | Write informative/explanatory texts, including the narration of historical events, scientific  procedures/ experiments, or technical processes.   * Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. * Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. * Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. * Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). |
| WHST.11-  12.4. | Produce clear and coherent writing in which the development, organization, and style are  appropriate to task, purpose, and audience. |
| WHST.11-  12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| WHST.11-  12.6. | Use technology, including the Internet, to produce, publish, and update individual or shared  writing products in response to ongoing feedback, including new arguments or information. |
| WHST.11-  12.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| WHST.11-  12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| WHST.11-  12.9. | Draw evidence from informational texts to support analysis, reflection, and research. |
| WHST.11-  12.10. | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| **Technology** | |
| 8.1.12.A.1 | Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. |
| 8.1.12.C.1 | Develop an innovative solution to a complex, local or global problem or issue in collaboration  with peers and experts, and present ideas for feedback in an online community. |
| 8.1.12.D.1 | Evaluate policies on unauthorized electronic access (e.g., hacking) and disclosure and on  dissemination of personal information. |
| 8.1.12.D.2 | Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines. |
| 8.1.12.E.2 | Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field. |
| 8.1.12.F.1 | Select and use specialized databases for advanced research to solve real-world problems. |
| 8.1.12.F.2 | Analyze the capabilities and limitations of [current and emerging technology resources](http://www.state.nj.us/education/cccs/def/8/TECH_CurrentEmerging.html) and assess their potential to address educational, career, personal, and social needs. |
| 9.1.12.A.1 | Apply critical thinking and problem-solving strategies during structured learning experiences. |
| 9.1.12.A.2 | Participate in online strategy and planning sessions for course-based, school-based, or outside  projects. |
| 9.1.12.A.3 | Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries. |
| 9.1.12.A.4 | Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country. |
| 9.1.12.B.1 | Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives. |
| 9.1.12.B.3 | Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering. |
| 9.1.12.C.2 | Analyze the common traits of effective state, national, or international leaders. |
| 9.1.12.C.3 | Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin. |
| 9.1.12.D.1 | Interpret spoken and written communication within the appropriate cultural context. |
| 9.1.12.D.2 | Determine the immediate and long-term effects of cross-cultural misconceptions or  misunderstandings resulting from past or current international issues or events. |
| 9.1.12.D.3 | Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill. |
| 9.1.12.E.3 | Design a digital communication system to alert other countries in the event of a natural disaster. |
| 9.1.12.E.4 | Predict the impact of emerging media technologies on international business and globalization. |
| 9.1.12.E.5 | Compare laws governing the unethical use of media in different countries. |
| 9.1.12.F.1 | Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace. |
| 9.1.12.F.2 | Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. |
| 9.1.12.F.3 | Defend the need for intellectual property rights, workers’ rights, and workplace safety regulations in the United States and abroad. |
| 9.1.12.F.4 | Explain the impact of computer hacking on products and services |
| 9.1.12.F.5 | Formulate an opinion regarding a current workplace or societal/ethical issue based on research. |
| 9.1.12.F.6 | Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas. |
| 9.2.12.A.1 | Analyze the relationship between various careers and personal learning goals. |
| 9.2.12.A.2 | Identify a career goal and develop a plan and timetable for achieving it, including  educational/training requirements, costs, and possible debt. |
| 9.2.12.A.7 | Analyze different forms of currency, how currency is used to exchange goods and services, and how it can be transferred from one person’s business to another. |
| 9.2.12.A.8 | Analyze how personal and cultural values impact spending and other financial decisions. |
| 9.2.12.A.10 | Explain the relationship between government programs and services and taxation. |
| 9.2.12.B.1 | Prioritize financial decisions by systematically considering alternatives and possible consequences. |

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| **Unit Essential Questions**   * Evaluate why it was necessary for America to   establish sphere of  influences throughout the world.   * Analyze the establishment of the United States as a world power. * Assess the emergence of the United States from isolationism   to involvement in  WWI.   * Examine how the Treaty of Versailles resulted in the events that led to World War II. * Critique the US as an imperial power. * Analyze origins, goals and objectives to the Progressive movement. | **Unit Enduring Understandings**  *Students will understand…*   * The ways that the concepts of American Exceptionalism/Social Darwinism contribute to the United States emerging as a world power. * The impact of immigration on national policies. * The social impacts of war upon the diverse society that is the United States. * How technology influenced how the United States conducts a tactical war effort. * Causes and results of the Spanish American War. * American leaders looked to extend American influence abroad. * The role of government in bringing about progressive reform in America. |
| **Unit Learning Targets (Objectives)**  *Students will know…*   * The geographic locations of countries impacted by imperialism.   The circumstances through which the United States became the protectorate of the Western Hemisphere.   * The events that pulled countries, including the U.S., into WWI. * The differences between the style of warfare and how new technology caused mass casualties and a stalemate. * The influence of the United States upon the outcome of WWI. | **Unit Objectives**  *Students will be able to…*   * Identify and label the locations impacted by Imperialism. * List and analyze documents related to US Imperialism. * Explain the rationale behind the United States’ need to obtain territory through imperialism. * Identify and explain the many “isms” and alliances that led to WWI. * Connect the Zimmerman note and the sinking of American ships to the ultimate declaration of war. * Explain how the styles of war had to keep pace with new technologies. * Examine how the failure of the Versailles Conference led to the start of World War II. * Causes and results of WWI |

**Resources:**

Map of the gains by the United States Circa 1860-1912

<http://www2.cicerohistory.com/Cicero/c/10/Activities/HistoricalMaps/AmericanLandGains/AmericanLandGains.pdf> Spanish American War

<http://www2.cicerohistory.com/Cicero/c/10/Activities/HistoricalMaps/SpanishAmericanWar/SpanishAmericanWar.pdf>

**Weblessons Panama Canal [http://www.weblessons.com/Student/lesson.php?active\_lesson=34&teacher\_id=1143](http://www.weblessons.com/Student/lesson.php?active_lesson=34&amp;teacher_id=1143)**

**Trust Buster Cartoon Primary Source Analysis:**

[**http://www.lawmarketing.com/content/TR-**%20Trust%20Buster.jpg](http://www.lawmarketing.com/content/TR-%20Trust%20Buster.jpg)

**Power Point Imperialism** [**http://americanhistory.mrdonn.org/powerpoints/imperialism.html**](http://americanhistory.mrdonn.org/powerpoints/imperialism.html)

**Teacher Resources:**

**http://sheg.stanford.edu/?q=node/33** [**http://www.smplanet.com/imperialism/teacher.html**](http://www.smplanet.com/imperialism/teacher.html)

[**http://worldwar1.com**](http://worldwar1.com/)[**http://www.historylearningsite.co.uk**](http://www.historylearningsite.co.uk/)

**Suggested Activities:**

-Map the countries involved in and being taken over by imperialism.

-Draw a chart of all the alliances differentiating by shape and color.

-Read and analyze the Zimmerman Telegram.

-Debate “Big Stick” Diplomacy

-Come up with Progressive legislation to solve a current problem Formative Assessments (one or many may be used)

* Map exercises
* Group research and presentations.
* Tests: essay, multiple choice, short answer, map.
* Creative Writing from points of view
* Written and/or oral discussions/debates
* Book reports
* PowerPoint’s, Web Pages
* Current event reports
* Exit Tickets

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| **Evidence of Learning** |
| **Formative Assessments**  Observations Questioning  Discussion Exit/Admit Slips Learning/Response Logs Graphic Organizers Peer/Self Assessments Practice Presentations Visual Representations Kinesthetic Assessments Constructive Quizzes  Think Pair Share As I See It   * Homework * Class work * Teacher observation * Group participation * Notebook assessment * Project presentations * Class discussions * Do Now * Varied journal prompts, spelling or vocabulary lists * Anchor activities * Choice of review activities * Homework options * Flexible grouping * Varied computer programs * Multiple learning intelligence * Use of graphic organizers * Think-Pair-Share by readiness, interest and/or learning profile * Games to practice mastery of information and skill * Multiple levels of questioning * Jigsaw * Multiple Texts * DBQs * Alternative Assessments * Modified Assessments * Open Ended Activities/ Assessments * Layered Curriculum * Flipped Classroom (Student Based Learning) * Discussion Boards |
| **Summative Assessments (one or many may be used)**   * End of unit /chapter tests. * End of term /semester tests. * Mid-unit quizzes * All evaluations may contain some or all: Multiple choice, true/false, short answer, essay, and visual identification and description questions. |

**Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:**

* District textbook example:
  + Example- United States History and Geography *McGraw Hill Textbook (Online Digital Textbook)*
* Graphic organizers
* Supplemental readings
* American Heritage Primary Source Library
* Internet use
  + Example- Library of Congress
* Quizlet

[**Technology Integration:**](http://www.phschool.com/)

* [Kahn Academy](http://www.phschool.com/)
* [Crash Course (YouTube video)](http://www.phschool.com/)
* [graphic novels](http://www.phschool.com/)
* [Collaborative documents using Google docs or Wikis](http://www.phschool.com/)
* [Podcasts, blogs, webquests, Keynote projects, online journal articles, discussion boards (i.e.: Turn it In and Edmodo)](http://www.phschool.com/)
* [TeacherTube](http://www.phschool.com/)
* Webquest
* [digital storytelling](http://www.phschool.com/)
* [Presentation software: PowerPoint, Prezi,](http://www.phschool.com/)
* [QR Codes](http://www.phschool.com/)
* [iPads, laptops, Chromebooks](http://www.phschool.com/)
* [Projectors, document cameras](http://www.phschool.com/)
* [subject specific website (i.e: Today in History, Or This Day in History)](http://www.phschool.com/)

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| **2015 Ocean County Social Studies Curriculum Framework**  **Unit 2 Overview** | |
| **Content Area:** Social Studies | |
| **Unit Title:** Roaring 20’s, Great Depression, World War II | |
| **Target Course/Grade Level: USII/ 11** | |
| **Unit Summary**  The 1920’s was a period of economic boom, over consumption, and flagrant disregard for economic responsibility. Socially and culturally there were great changes and contributions. The abuses of the 1920’s resulted in the decline of the American economy. The Worldwide economic depression combined with the Treaty of Versailles led to the rise of fascist governments leading the world into WWII. | |
| **Primary Interdisciplinary Connections:**  **English**- *The Great Gatsby* by Fitzgerald, Brother Do You Have a Dime (song),  **Economics**- The collapse of the German economy and its effects on the world, The Stock Market Crash  **Science**- New Inventions during the 1920s, the creation of the Hoover Dam, and creation of the nuclear bomb (Manhattan Project)  **Government & Politics**- FDR’s First Inaugural Address (primary source), FDR’s appeal to Congress to declare war (primary source)  **Art-** Duke Ellington’s “It Don’t Mean a Thing” (song-jazz), “Brother Can You Spare a Dime” by Bing Crosby, Painting by Edward Hopper and art deco structure, Painting “American Gothic,” Dust Bowl songs by Woody Guthrie, Dorothea Lange Dust Bowl photograph, and Propaganda cartoons/posters.  **Geography**- map which compare/contrast Allied vs. Axis Powers, and map of major battles in the war | |
| **21st Century Themes:** Financial, Economic, Business and Entrepreneurial Literacy, Health Literacy, Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Information and Communication Technology Literacy, Life and Career Skills   * Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information * Fight for Independence YES/No * Research skills and practices, interrogative questioning * Creativity, artistry, curiosity, imagination, innovation, personal expression * Perseverance, self-direction, planning, self-discipline, adaptability, initiative * Oral and written communication, public speaking and presenting, listening * Debates Patriot/Loyalist * Leadership, teamwork, collaboration, cooperation, virtual workspaces * Organize a Protest March * Publish a Newspaper * Information and communication technology (ITC) literacy, media and internet literacy, visual   interpretation, data interpretation and analysis, computer programming   * Civic, ethical, and social-justice literacy * Economic and financial literacy, entrepreneurialism * Global awareness, multicultural literacy, humanitarianism * Scientific literacy and reasoning, the scientific method * Environmental and conservation literacy, ecosystems understanding * Health and wellness literacy, including nutrition, diet, exercise, and public health and safety * Get graded or assessed using a different standard than the one for classmates | |
| **Learning Targets** | |
| **Standards**  **6.1 U.S. History:** **America in the World:**All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.  **6.3 Active Citizenship in the 21st Century:** All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of New Jersey, the United States, and the World.    **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.  **9.1 21st-Century Life & Career Skills -** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. | |
|  | **Content Standards** |
| **CPI #** | **Cumulative Progress Indicator (CPI)** |
| 6.1.12.A.6.a | Evaluate the effectiveness of Progressive reforms in preventing unfair business practices  and political corruption and in promoting social justice. |
| 6.1.12.A.6.b | Evaluate the ways in which women organized to promote government policies (i.e.,  abolition, women’s suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality. |
| 6.1.12.A.6.c | 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.B.6.a | Determine the role geography played in gaining access to raw materials and finding new  global markets to promote trade. |
| 6.1.12.B.6.b | 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 |
| 6.1.12.C.6.a | Evaluate the effectiveness of labor and agricultural organizations in improving economic  opportunities for various groups. |
| 6.1.12.C.6.b | Determine how supply and demand influenced price and output during the Industrial  Revolution |

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| 6.1.12.D.6.a | Assess the impact of technological innovation and immigration on the development of  agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e.,  Paterson Silk Strike 1913) and the United States. |
| 6.1.12.D.6.b | Compare and contrast the foreign policies of American presidents during this time  period, and analyze how these presidents contributed to the United States becoming a world power. |
| 6.1.12.D.7.c | Analyze the factors contributing to a rise in authoritarian forms of government and  ideologies (i.e., fascism, communism, and socialism) after World War I. |
| 6.1.12.A.8.a | 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.A.8.b | Compare and contrast the global marketing practices of United States factories and farms  with American public opinion and government policies that favored isolationism. |
| 6.1.12.A.8.c | Relate social intolerance, xenophobia, and fear of anarchists to government policies  restricting immigration, advocacy, and labor organizations. |
| 6.1.12.B.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.C.8.a | Analyze the push-pull factors that led to the Great Migration. |
| 6.1.12.C.8.b | 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.D.8.a | 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.D.8.b | Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem  Renaissance, on American culture and values |
| 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.B.9.a | Determine how agricultural practices, overproduction, and the Dust Bowl intensified the  worsening economic situation during the Great Depression. |
| 6.1.12.C.9.a | Explain how government can adjust taxes, interest rates, and spending and use other  policies to restore the country’s economic health. |
| 6.1.12.C.9.b | Explain how economic indicators (i.e., gross domestic product, the consumer index, the  national debt, and the trade deficit) are used to evaluate the health of the economy. |
| 6.1.12.C.9.c | Explain the interdependence of various parts of a market economy. |
| 6.1.12.C.9.d | Compare and contrast the causes and outcomes of the stock market crash in 1929 and  other periods of economic instability. |
| 6.1.12.D.9.a | Explore the global context of the Great Depression and the reasons for the worldwide  economic collapse. |
| 6.1.12.D.9.b | Analyze the impact of the Great Depression on the American family, migratory groups,  and ethnic and racial minorities. |
| 6.1.12.A.10.a | Explain how and why conflict developed between the Supreme Court and other branches  of government over aspects of the New Deal. |
| 6.1.12.A.10.b | Assess the effectiveness of governmental policies enacted during the New Deal period  (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals. |
| 6.1.12.A.10.c | Evaluate the short- and long-term impact of the expanded role of government on  economic policy, capitalism, and society. |
| 6.1.12.B.10.a | Assess the effectiveness of New Deal programs designed to protect the environment. |
| 6.1.12.C.10.a | Evaluate the effectiveness of economic regulations and standards established during this  time period in combating the Great Depression. |
| 6.1.12.C.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.D.10.a | Analyze how other nations responded to the Great Depression. |
| 6.1.12.D.10.b | Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of  past and recent presidents. |
| 6.1.12.D.10.c | Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt  and Frances Perkins), shaped the core ideologies and policies of the New Deal. |
| 6.1.12.D.10.d | Determine the extent to which New Deal public works and arts programs impacted New  Jersey and the nation |

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| 6.1.12.A.11.a | Evaluate the effectiveness of international agreements following World War I in  preventing international disputes during the 1920s and 1930s. |
| 6.1.12.A.11.b | Compare and contrast different perspectives about how the United States should respond  to aggressive policies and actions taken by other nations at this time. |
| 6.1.12.A.11.c | Determine if American policies regarding Japanese internment and actions against other  minority groups were a denial of civil rights. |
| 6.1.12.A.11.d | Analyze the decision to use the atomic bomb and the consequences of doing so. |
| 6.1.12.A.11.e | 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.B.11.a | Explain the role that geography played in the development of military strategies and  weaponry in World War II. |
| 6.1.12.C.11.a | Apply opportunity cost and trade-offs to evaluate the shift in economic resources from  the production of domestic to military goods during World War II, and analyze the  impact of the post-war shift back to domestic production |
| 6.1.12.C.11.b | Relate new wartime inventions to scientific and technological advancements in the  civilian world. |
| 6.1.12.D.11.a | Analyze the roles of various alliances among nations and their leaders in the conduct and  outcomes of the World War II. |
| 6.1.12.D.11.b | 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.D.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.D.11.d | Compare the varying perspectives of victims, survivors, bystanders, rescuers, and  perpetrators during the Holocaust. |
| 6.1.12.D.11.e | Explain how World War II and the Holocaust led to the creation of international  organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations. |

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| 6.3.12.A.1 | Develop a plan for public accountability and transparency in government related to a  particular issue(s) and share the plan with appropriate government officials. |
| 6.3.12.A.2 | Compare current case studies involving slavery, child labor, or other unfair labor  practices in the United States with those of other nations, and evaluate the extent to which such problems are universal. |
| 6.3.12.C.1 | Participate in a real or simulated hearing about a social issue with a related economic  impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders. |
| 6.3.12.D.1 | Analyze current laws involving individual rights and national security, and evaluate how  the laws might be applied to a current case study that cites a violation of an individual's constitutional rights. |

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| **Core State Standards For English Language Arts & Literacy in History/Social Studies** | |
| RH.11-12.1 | Cite specific textual evidence to support analysis of primary and secondary sources,  connecting insights gained from specific details to an understanding of the text as a whole. |
| RH.11-12.2. | Determine the central ideas or information of a primary or secondary source; provide an  accurate summary that makes clear the relationships among the key details and ideas. |
| RH.11-12.3. | Evaluate various explanations for actions or events and determine which explanation  best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| RH.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including  analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). |
| RH.11-12.6 | Evaluate authors’ differing points of view on the same historical event or issue by  assessing the authors’ claims, reasoning, and evidence. |
| RH.11-12.7 | Integrate and evaluate multiple sources of information presented in diverse formats and  media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. |
| RH.11-12.9. | Integrate information from diverse sources, both primary and secondary, into a coherent  understanding of an idea or event, noting discrepancies among sources. |

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| **Core State Standards For English Language/ Writing language arts** | |
| WHST.11-12.2. | Write informative/explanatory texts, including the narration of historical events,  scientific procedures/ experiments, or technical processes.   * Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. * Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. * Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. * Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. * Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). |
| WHST.11-12.4. | Produce clear and coherent writing in which the development, organization, and style  are appropriate to task, purpose, and audience. |
| WHST.11-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or  trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| WHST.11-12.7. | Conduct short as well as more sustained research projects to answer a question  (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| WHST.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using  advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| WHST.11-12.9. | Draw evidence from informational texts to support analysis, reflection, and research. |
| WHST.11-12.10. | Write routinely over extended time frames (time for reflection and revision) and shorter  time frames (a single sitting or a day or two) for a range of discipline-specific tasks,  purposes, and audiences. |

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| **Technology** | |
| 8.1.12.C.1 | Develop an innovative solution to a complex, local or global problem or issue in  collaboration with peers and experts, and present ideas for feedback in an online  community. |

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| 8.1.12.D.2 | Demonstrate appropriate use of copyrights as well as fair use and Creative Commons  guidelines. |
| 8.1.12.D.3 | Compare and contrast international government policies on filters for censorship. |
| 8.1.12.E.1 | Develop a systematic plan of investigation with peers and experts from other countries  to produce an innovative solution to a state, national, or worldwide problem |
| 8.1.12.E.2 | Predict the impact on society of unethical use of digital tools, based on research and  working with peers and experts in the field. |
| 8.1.12.F.1 | Select and use specialized databases for advanced research to solve real-world  problems. |
| 8.1.12.F.2 | Analyze the capabilities and limitations of [current and emerging technology resources](http://www.state.nj.us/education/cccs/def/8/TECH_CurrentEmerging.html)  and assess their potential to address educational, career, personal, and social needs. |

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| **21st Century Life and Career** | |
| 9.1.12.A.1 | Apply critical thinking and problem-solving strategies during structured learning  experiences. |
| 9.1.12.A.2 | Participate in online strategy and planning sessions for course-based, school-based, or  outside projects. |
| 9.1.12.A.3 | Assess how a variety of problem-solving strategies are being used to address solutions to  global problems by participating in online discussions with peers from other countries. |
| 9.1.12.A.4 | Justify problem-solving strategies used in the development of a particular innovative  product or practice in the United States and in another country. |
| 9.1.12.B.1 | Present resources and data in a format that effectively communicates the meaning of the  data and its implications for solving problems, using multiple perspectives. |
| 9.1.12.B.2 | Create and respond to a feedback loop when problem solving. |
| 9.1.12.B.3 | Assist in the development of innovative solutions to an onsite problem by incorporating  multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering. |
| 9.1.12.C.2 | Analyze the common traits of effective state, national, or international leaders. |
| 9.1.12.C.3 | Explain why some current and/or past world leaders have had a greater impact on people  and society than others, regardless of their countries of origin. |
| 9.1.12.C.4 | Demonstrate leadership and collaborative skills when participating in online learning  communities and structured learning experiences. |
| 9.1.12.C.5 | Assume a leadership position by guiding the thinking of peers in a direction that leads to  successful completion of a challenging task or project. |
| 9.1.12.D.1 | Interpret spoken and written communication within the appropriate cultural context. |
| 9.1.12.D.2 | Determine the immediate and long-term effects of cross-cultural misconceptions or  misunderstandings resulting from past or current international issues or events. |
| 9.1.12.D.3 | Explain why the ability to communicate in another language in an appropriate cultural  context is a valuable 21st-century skill. |
| 9.1.12.E.1 | Create messages for different purposes and audiences with sensitivity to cultural, gender,  and age diversity, using various digital media outlets. |
| 9.1.12.E.5 | Compare laws governing the unethical use of media in different countries. |
| 9.1.12.F.2 | Demonstrate a positive work ethic in various settings, including the classroom and  during structured learning experiences. |
| 9.1.12.F.3 | Defend the need for intellectual property rights, workers’ rights, and workplace safety  regulations in the United States and abroad. |
| 9.1.12.F.5 | Formulate an opinion regarding a current workplace or societal/ethical issue based on  research. |
| 9.1.12.F.6 | Relate scientific advances (e.g., advances in medicine) to the creation of new ethical  dilemmas. |

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| 9.2.12.A.1 | Analyze the relationship between various careers and personal learning goals. |
| 9.2.12.A.2 | Identify a career goal and develop a plan and timetable for achieving it, including  educational/training requirements, costs, and possible debt. |
| 9.2.12.A.3 | Analyze how the economic, social, and political conditions of a time period can affect  starting a business and can affect a plan for establishing such an enterprise. |
| 9.2.12.A.4 | Summarize the financial risks and benefits of entrepreneurship as a career choice. |
| 9.2.12.A.5 | Evaluate current advances in technology that apply to a selected occupational career  cluster. |
| 9.2.12.B.6 | Design and utilize a simulated budget to monitor progress of financial plans |
| 9.2.12.B.7 | Develop personal financial planning strategies that respond to and use tax deductions  and shelters. |
| 9.2.12.B.8 | Describe and calculate interest and fees that are applied to various forms of spending,  debt, and saving. |
| 9.2.12.B.9 | Chart and evaluate the growth of mid- and long-term investments. |
| 9.2.12.B.10 | Develop a plan that uses the services of various financial institutions to meet personal  and family financial goals. |
| 9.2.12.C.1 | Compare and contrast the financial benefits of different products and services offered by  a variety of financial institutions |
| 9.2.12.C.2 | Compare and compute interest and compound interest and develop an amortization table  using business tools. |
| 9.2.12.C.3 | Compute and assess the accumulating effect of interest paid over time when using a  variety of sources of credit |
| 9.2.12.C.4 | Compare and contrast the advantages and disadvantages of various types of mortgages. |
| 9.2.12.C.5 | Analyze the information contained in a credit report and explain the importance of  disputing inaccurate entries |
| 9.2.12.C.6 | Explain how predictive modeling determines “credit scores.” |
| 9.2.12.C.7 | Explain the rights and responsibilities of buyers and sellers under consumer protection  laws, and discuss common unfair or deceptive business practices. |
| 9.2.12.C.8 | Evaluate the implications of personal and corporate bankruptcy for self and others. |
| 9.2.12.D.1 | Summarize how investing builds wealth and assists in meeting long- and short-term  financial goals. |
| 9.2.12.D.2 | Assess factors that influence financial planning. |
| 9.2.12.D.3 | Justify the use of savings and investment options to meet targeted goals |
| 9.2.12.D.4 | Analyze processes and vehicles for buying and selling investments. |
| 9.2.12.D.5 | Compare the risk, return, and liquidity of various savings and investment alternatives. |
| 9.2.12.D.6 | Explain how government and independent financial services and products are used to  achieve personal financial goals. |
| 9.2.12.D.7 | Relate savings and investment results to achievement of financial goals. |
| 9.2.12.D.8 | Differentiate among various investment products and savings vehicles and how to use  them most effectively. |
| 9.2.12.D.9 | Assess the role of revenue-generating assets as mechanisms for accruing and managing  wealth. |
| 9.2.12.D.10 | Compare and contrast the past and present role of government in the financial industry  and in the regulation of financial markets. |
| 9.2.12.D.11 | Determine the impact of various market events on stock market prices and on other  savings and investments. |
| 9.2.12.D.12 | Evaluate how taxes affect the rate of return on savings and investments. |
| 9.2.12.D.13 | Analyze how savings, retirement plans, and other investment options help to shift  current income for purposes of tax reporting and filing. |
| 9.2.12.E.1 | Analyze and apply multiple sources of financial information when prioritizing financial  decisions. |
| 9.2.12.E.2 | Determine how objective, accurate, and current financial information affects the  prioritization of financial decisions. |
| 9.2.12.E.3 | Evaluate how media, bias, purpose, and validity affect the prioritization of consumer  decisions and spending. |
| 9.2.12.E.4 | Evaluate business practices and their impact on individuals, families, and societies. |
| 9.2.12.E.5 | Evaluate written and verbal contracts for essential components and for obligations of the  lender and borrower. |
| 9.2.12.E.6 | Apply consumer protection laws to the issues they address. |
| 9.2.12.E.7 | Relate consumer fraud, including online scams and theft of employee time and goods, to  laws that protect consumers. |
| 9.2.12.E.8 | Determine when credit counseling is necessary and evaluate the resources available to  assist consumers who wish to use it. |
| 9.2.12.E.9 | Determine reasons for the increase of identity theft worldwide and evaluate the extent to  which victims of identity theft are successful in fully restoring their personal identities. |
| 9.2.12.F.1 | Demonstrate an understanding of the interrelationships among attitudes, assumptions,  and patterns of behavior regarding money, saving, investing, and work across cultures. |
| 9.2.12.F.2 | Summarize the concept and types of taxation used to fund public initiatives. |
| 9.2.12.F.3 | Assess the impact of emerging global economic events on financial planning. |
| 9.2.12.F.4 | Analyze how citizen decisions and actions can influence the use of economic resources  to achieve societal goals and provide individual services. |
| 9.2.12.F.5 | Summarize the purpose and importance of a will. |
| 9.2.12.F.6 | Compare and contrast the role of philanthropy, volunteer service, and charities in  community development and quality of life in a variety of cultures |
| 9.2.12.F.7 | Explain the concept and forms of taxation and justify the use of taxation to fund public  activities and initiatives. |
| 9.2.12.F.8 | Evaluate the effects of entrepreneurship on economic stability and quality of living in  local and global communities |

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| **Learning Targets** |  |
| **Unit Essential Questions**   * Summarize how Americans felt compelled by Harding’s ideal to return to“Normalcy.” * Reconstruct the economic and financial practices that led to the fall of the American Economy and relate those circumstances with recent economic recessions. * Illustrate the social and cultural changes in America that occurred in the 1920’s. * Analyze President Roosevelt’s ideology to establish agencies to deal with the economic problems facing America. * Compare and contrast Hoover and Roosevelt’s strategies for solving the   Great Depression.   * Break down the social conditions that permitted the rise of dictators * Analyze the Holocaust: origins, causes, effects, and legacy. * Evaluate Americas move from a neutral stance to total participation in WWII. * Conclude why the Allies won WWII. | **Unit Enduring Understandings**  *Students will understand…*   * The positives and negatives of US involvement in a global environment. * Potential abuses when there are absolutely no government regulations regarding the economy. * The role of the federal government regarding the economy. * The comparisons and contrasts of the New Deal with the stimulus bills of the 21st Century. * And draw connections with how the US government dealt with hostile governments in the 1930’s with how the US deals with hostile governments today. * The reasons behind the Holocaust, what took place , and the legacy that was left. |
| **Unit Learning Targets (Objectives)**  *Students will know…*   * The reasons why the US returned to isolationism after the conclusion of WWI. * The reasons why the economic bubble of the Roaring Twenties burst at the end of the decade. * The social, economic, scientific, cultural and demographic changes in the United States. * The policies of the New Deal and how the federal government expanded its role in addressing the economic crisis. * The events that permitted the rise of totalitarian regimes. * The US transition from neutrality to military involvement in WWII. * The causes of the Holocaust. * Conclude the effectiveness of the Allies’ war strategy in regards to initiating the surrender of the Axis powers.   **Unit Objectives**  *Students will be able to…*   * Defend the United States’ return to “Normalcy.” * Critique the potential economic abuses by both industry and individuals in contributing to the Stock Market Crash and the Great Depression. * Analyze how America changed socially, economically, scientifically, culturally and demographically. * Evaluate the growth and critique specific New Deal programs. * Identify locations of regimes on maps. Explain how the belief in ethnic/racial superiority led to conquest and genocide. * Analyze how and why Hitler committed genocide.   Outline how the failure of the League of Nations resulted in events spiraling to War in Europe.   * Justify why the United States abandoned its position of neutrality and how the war impacted all aspects of American life on the home front. * Support or criticize the use of the atomic bombs thus ending WWII. * Examine factors that contributed to the Axis defeat. | |

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| **Evidence of Learning** | |
| **Formative Assessments**  Observations Questioning  Discussion Exit/Admit Slips Learning/Response Logs Graphic Organizers Peer/Self Assessments Practice Presentations Visual Representations Kinesthetic Assessments Constructive Quizzes  DBQs  Think Pair Share  Layered Curriculum  Flipped Classroom (Student Based Learning)  As I See It   * Homework * Class work * Teacher observation * Group participation * Notebook assessment * Project presentations * Class discussions * Do Now | |
| **Summative Assessments**   * Students will construct an expository (point of view) essay in which they will determine how the five themes of geography influenced colonial development. * Create DBQ and/or DBQ question packets * Students will take a pencil and paper test comprised primarily of open-ended questions.The questions will ask the students to apply and evaluate their knowledge about the period. * Quarterly or Mid-Term/Final Exams   **Modifications (ELLs, Special Education, Gifted and Talented):**   * Follow all IEP modifications/504 plan * Teacher tutoring * Peer tutoring * Cooperative learning groups * Modified assignments * Differentiated instruction   **Presentation accommodations** allow a student to:   * Listen to audio recordings instead of reading text * Learn content from audio books, movies, videos and digital media instead of reading print versions * Work with fewer items per page or line and/or materials in a larger print size * Have a designated reader * Hear instructions orally * Record a lesson, instead of taking notes * Have another student share class notes with him * Be given an outline of a lesson * Use visual presentations of verbal material, such as word webs and visual organizers * Be given a written list of instructions   **Response accommodations** allow a student to:   * Give responses in a form (oral or written) that’s easier for him * Dictate answers to a scribe * Capture responses on an audio recorder * Use a spelling dictionary or electronic spell-checker * Use a word processor to type notes or give responses in class   **Setting accommodations** allow a student to:   * Work or take a test in a different setting, such as a quiet room with few distractions * Sit where he learns best (for example, near the teacher) * Use special lighting or acoustics * Take a test in small group setting * Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)   **Timing accommodations** allow a student to:   * Take more time to complete a task or a test * Have extra time to process oral information and directions * Take frequent breaks, such as after completing a task   **Scheduling accommodations** allow a student to:   * Take more time to complete a project * Take a test in several timed sessions or over several days * Take sections of a test in a different order * Take a test at a specific time of day   **Organization skills accommodations** allow a student to:   * Use an alarm to help with time management * Mark texts with a highlighter * Have help coordinating assignments in a book or planner * Receive study skills instruction   **Assignment modifications** allow a student to:   * Complete fewer or different homework problems than peers * Write shorter papers * Answer fewer or different test questions * Create alternate projects or assignments   **Curriculum modifications** allow a student to:   * Get graded or assessed using a different standard than the one for classmates   **Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:**   * District textbook example:   + Example- United States History and Geography *McGraw Hill Textbook (Online Digital Textbook)* * Graphic organizers * Supplemental readings * American Heritage Primary Source Library * Internet use   + Example- Library of Congress   + Relevant video clips: “World of Wars” by the History, “Saving Private Ryan,” and “Schindler's List” | |
| **Technology Integration:**   * Kahn Academy * [Crash Course (](http://www.phschool.com/)[Youtube](http://www.google.com/url?q=http%3A%2F%2Fwww.phschool.com%2F&sa=D&sntz=1&usg=AFQjCNE6UxdE7TtnC5dpckJpOIoSr0f-5A) [video)](http://www.phschool.com/) * Webquest * [graphic novels](http://www.phschool.com/) * [Collaborative documents using Google docs or Wikis](http://www.phschool.com/) * [Podcasts, blogs, webquests, Keynote projects, online journal articles, discussion boards (i.e.: Turn it In and Edmodo)](http://www.phschool.com/) | * [TeacherTube](http://www.phschool.com/) * [digital storytelling](http://www.phschool.com/) * [Presentation software: PowerPoint, Prezi,](http://www.phschool.com/) * [QR Codes](http://www.phschool.com/) * [iPads, laptops, Chromebooks](http://www.phschool.com/) * [Projectors, document cameras](http://www.phschool.com/) * [subject specific website (i.e: Today in History, Or This Day in History)](http://www.phschool.com/) |

# Teacher Notes:

* Stress the factors that lead to the boom of the 1920’s also caused the Great Depression.
* Effects of the Treaty of Versailles helped lead to the Rise of Hitler
* Analyze the long term impact of the isolationist foreign policy of the 1920’s
* Participate in a stock market simulation.

**Suggested Activities:**

<http://www.worldwar-2.net/> <http://www.ww2incolor.com/> <http://www.pbs.org/perilousfight/> <http://www.pbs.org/childofcamp/history/index.html>

<http://americanhistory.si.edu/ourstory/activities/internment/more.html> <http://www.nationalww2museum.org/learn/education/for-teachers/lesson-plans/>

* Created the front page of a newspaper. Must have on sports article, two ads and two feature stories.
* Have students take a modern cartoon and apply it to a topic from the 1920’s.
* Examine the Dust Bowl photographs of Dorothea Lange



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| **2015 OCEAN COUNTY Social Studies Curriculum Framework**  **Unit 3 Overview** |
| **Content Area:** Social Studies |
| **Unit Title:** Cold War Conflicts (1945-1963) |
| **Target Course/Grade Level:** USII/ 11 |
| **Unit Summary**  This unit engages students in the national debate on the U.S. role in the world during the era of the Cold War. It explores the development of the conflict between the US and the USSR over land, resources, ideology, and the development of Proxy Wars.  **Primary Interdisciplinary Connections:**  **English-** The Iron Curtain Speech by Churchill (primary sources), JFK’s Inaugural Speech (primary sources), and *The Thing They Carried* by Tim O’Brien  **Geography-** Map of NATO v Warsaw Pact, Map of the division of Germany, and map of the sequence of event during the Korean War Conflict  **Science-** Creation of the H-Bomb  **Art-** Political cartoons of tensions between USSR and US, protest songs during the Vietnam War, and propaganda poster  **Economics**- Compare/Contrast capitalism and communism  **21st century themes:** Financial, Economic, Business and Entrepreneurial Literacy, Health Literacy, Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Information and Communication Technology Literacy, and Life.   * Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information * Research skills and practices, interrogative questioning * Creativity, artistry, curiosity, imagination, innovation, personal expression * Perseverance, self-direction, planning, self-discipline, adaptability, initiative * Oral and written communication, public speaking and presenting, listening * Leadership, teamwork, collaboration, cooperation, virtual workspaces * Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming * Civic, ethical, and social-justice literacy * Economic and financial literacy, entrepreneurialism * Global awareness, multicultural literacy, humanitarianism * Scientific literacy and reasoning, the scientific method * Environmental and conservation literacy, ecosystems understanding * Health and wellness literacy, including nutrition, diet, exercise, and public health and safety |

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| **Learning Targets** | |
| **Standards**  **6.1 U.S. History:** **America in the World:**All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.  **6.3 Active Citizenship in the 21st Century:** All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of New Jersey, the United States, and the World.    **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.  **9.1 21st-Century Life & Career Skills -** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. | |
|  | **Content Standards** |
| **CPI #** | **Cumulative Progress Indicator (CPI)** |
| 6.1.12.A.12.a | 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.A.12.b | 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.A.12.c | Explain how the Arab-Israeli conflict influenced American foreign policy. |
| 6.1.12.B.12.a | Evaluate the effectiveness of the Marshall Plan and regional alliances in the  rebuilding of European nations in the post World War II period. |
| 6.1.12.C.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.C.12.c | Analyze how scientific advancements impacted the national and global economies  and daily life. |
| 6.1.12.C.12.d | Assess the role of the public and private sectors in promoting economic growth and  ensuring economic stability. |
| 6.1.12.D.12.a | Analyze the impact of American governmental policies on independence movements  in Africa, Asia, the Caribbean, and the Middle East. |
| 6.1.12.D.12.b | Analyze efforts to eliminate communism, such as McCarthyism, and their impact on  individual civil liberties. |
| 6.1.12.D.12.c | Evaluate how the development of nuclear weapons by industrialized countries and  developing countries affected international relations. |
| 6.1.12.D.12.d | Compare and contrast American public support of the government and military  during the Vietnam War with that of other conflicts. |
| 6.1.12.D.12.e | Analyze the role the media played in bringing information to the American public  and shaping public attitudes toward the Vietnam War. |
| 6.1.12.A.13.a | Analyze 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 Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination. |
| 6.1.12.B.13.a | 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.B.13.b | Evaluate the effectiveness of environmental movements and their influence on public  attitudes and environmental protection laws. |
| 6.1.12.C.13.a | Explain how individuals and organizations used economic measures (e.g., the  Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights. |
| 6.1.12.C.13.b | Evaluate the effectiveness of economic policies that sought to combat post-World  War II inflation. |
| 6.1.12.C.13.c | Determine the effectiveness of social legislation that was enacted to end poverty in  the 1960s and today. |
| 6.1.12.C.13.d | Relate American economic expansion after World War II to increased consumer  demand. |
| 6.2.12.A.5.a | Explain how and why differences in ideologies and policies between the United  States and the USSR resulted in a cold war, the formation of new alliances, and periodic military clashes. . |
| 6.2.12.A.5.b | Analyze the structure and goals of the United Nations and evaluate the  organization’s ability to solve or mediate international conflicts. |
| 6.2.12.A.5.c | Explain how World War II led to aspirations for self-determination, and compare and  contrast the methods used by African and Asian countries to achieve independence. |
| 6.2.12.A.5.d | Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda,  Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events. |
| 6.2.12.B.5.a | Determine the impact of geography on decisions made by the Soviet Union and the  United States to expand and protect their spheres of influence. . |
| 6.2.12.C.5.a | Explain how and why Western European countries and Japan achieved rapid  economic recovery after World War II. |
| 6.2.12.C.5.b | Compare and contrast free market capitalism, Western European democratic  socialism, and Soviet communism |
| 6.2.12.C.5.c | Assess the impact of the international arms race, the space race, and nuclear  proliferation on international politics from multiple perspectives. |
| 6.3.12.D.1 | Analyze current laws involving individual rights and national security, and evaluate  how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights. |
| 8.1.12.D.3 | Compare and contrast international government policies on filters for censorship. |
| 9.1.12.D.2 | Determine the immediate and long-term effects of cross-cultural misconceptions or  misunderstandings resulting from past or current international issues or events. |
| 9.1.12.E.5 | Compare laws governing the unethical use of media in different countries. |
| RH.11-12.1. | Cite specific textual evidence to support analysis of primary and secondary sources,  connecting insights gained from specific details to an understanding of the text as a whole. |
| RH.11-12.2. | Determine the central ideas or information of a primary or secondary source; provide  an accurate summary that makes clear the relationships among the key details and  ideas. |
| RH.11-12.3. | Evaluate various explanations for actions or events and determine which explanation  best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| RH.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including  analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). |
| RH.11-12.5. | Analyze in detail how a complex primary source is structured, including how key  sentences, paragraphs, and larger portions of the text contribute to the whole. |
| RH.11-12.6. | Evaluate authors’ differing points of view on the same historical event or issue by  assessing the authors’ claims, reasoning, and evidence. |
| RH.11-12.7. | Integrate and evaluate multiple sources of information presented in diverse formats  and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. |
| RH.11-12.8. | Evaluate an author’s premises, claims, and evidence by corroborating or challenging  them with other information. |
| RH.11-12.9. | Integrate information from diverse sources, both primary and secondary, into a  coherent understanding of an idea or event, noting discrepancies among sources. |
| RH.11-12.10. | By the end of grade 12, read and comprehend history/social studies texts in the  grades 11–CCR text complexity band independently and proficiently. |
| WHST.11-12.1. | Write arguments focused on *discipline-specific content*.   * Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. * Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. * Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. * Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Provide a concluding statement or section that follows from or supports the argument presented. |
| WHST.11-12.2. | Write informative/explanatory texts, including the narration of historical events, scientific  procedures/ experiments, or technical processes.   * Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. * Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples   appropriate to the audience’s knowledge of the topic.   * Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. * Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of   likely readers.   * Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). |
| WHST.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are  appropriate to task, purpose, and audience. |
| WHST.11-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| WHST.11-12.6. | Use technology, including the Internet, to produce, publish, and update individual or shared  writing products in response to ongoing feedback, including new arguments or information. |
| WHST.11-12.7. | Conduct short as well as more sustained research projects to answer a question (including a self-  generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| WHST.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced  searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| WHST.11-12.9. | Draw evidence from informational texts to support analysis, reflection, and research. |
| WHST.11-12.10. | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

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| **Unit Essential Questions**   * Examine, identify and describe the geopolitical changes in the postwar period in the world. * Appraise America's’ isolationist values and connect to its emergence as a world power. * Discuss ways the Cold War became “hot” wars in Korea and Vietnam. * How would one characterize post-war America’s tendency to becoming more materialistic? * Examine how demographics changed in America. * How would one outline the changes that took place in America due to technological and political events? | **Unit Enduring Understandings**  *Students will understand…*   * How post-war geographical reorganization is often times determined with little regard to future political relationships. * Asses the origins of the Cold War * The responsibilities that the United States assumed in its position as a world superpower. * How American intervention in foreign affairs leads to military conflict. * How wartime industries affected future economic, technological and social structures. |
| **Unit Objectives**  *Students will know…*   * How to construct and analyze maps to increase understanding of the Cold War. * How to recognize and compare the different political ideologies involved in the Cold War and their adverse effects on international politics and the home front. * How the domino theory dictated our involvement in foreign affairs. * The fear that permeated American Society due to the spread of Communism in Asia and Europe.   **Unit Objectives**  *Students will be able to…*   * Differentiate and critique the main goals of the superpowers in the postwar period and to explain why those goals were in conflict and locate them on a map. * Evaluate the problems confronting the United States from 1945-1963 in Europe, Asia, Middle East, Latin America and their solutions. | |

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| **Evidence of Learning** |
| **Formative Assessments**  Observations Questioning  Discussion Exit/Admit Slips Learning/Response Logs Graphic Organizers Peer/Self Assessments Practice Presentations Visual Representations Kinesthetic Assessments Constructive Quizzes  Think Pair Share  Layered Curriculum  Flipped Classroom (Student Based Learning)  As I See It   * Homework * Class work * Teacher observation * Group participation * Notebook assessment * Project presentations * Class discussions * Do Now |
| **Summative Assessments**   * Students will create a graphic organizer comparing and contrasting the governments of the Articles of Confederation and the Constitution. * Students create DBQ and/or DBQ packets * Students will take a pencil and paper test comprised primarily of open-ended questions. The questions will ask the students to apply and evaluate their knowledge about the period. * Quarterly or Mid-Term/Final Exams   **Modifications (ELLs, Special Education, Gifted and Talented):**   * Follow all IEP modifications/504 plan * Teacher tutoring * Peer tutoring * Cooperative learning groups * Modified assignments * Differentiated instruction   **Presentation accommodations** allow a student to:   * Listen to audio recordings instead of reading text * Learn content from audio books, movies, videos and digital media instead of reading print versions * Work with fewer items per page or line and/or materials in a larger print size * Have a designated reader * Hear instructions orally * Record a lesson, instead of taking notes * Have another student share class notes with him * Be given an outline of a lesson * Use visual presentations of verbal material, such as word webs and visual organizers * Be given a written list of instructions   **Response accommodations** allow a student to:   * Give responses in a form (oral or written) that’s easier for him * Dictate answers to a scribe * Capture responses on an audio recorder * Use a spelling dictionary or electronic spell-checker * Use a word processor to type notes or give responses in class   **Setting accommodations** allow a student to:   * Work or take a test in a different setting, such as a quiet room with few distractions * Sit where he learns best (for example, near the teacher) * Use special lighting or acoustics * Take a test in small group setting * Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)   **Timing accommodations** allow a student to:   * Take more time to complete a task or a test * Have extra time to process oral information and directions * Take frequent breaks, such as after completing a task |
| **Scheduling accommodations** allow a student to:   * Take more time to complete a project * Take a test in several timed sessions or over several days * Take sections of a test in a different order * Take a test at a specific time of day   **Organization skills accommodations** allow a student to:   * Use an alarm to help with time management * Mark texts with a highlighter * Have help coordinating assignments in a book or planner * Receive study skills instruction   **Assignment modifications** allow a student to:   * Complete fewer or different homework problems than peers * Write shorter papers * Answer fewer or different test questions * Create alternate projects or assignments   **Curriculum modifications** allow a student to:   * Learn different material * Get graded or assessed using a different standard than the one for classmates   **Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:**   * District textbook example:   Example- United States History and Geography *McGraw Hill Textbook (Online Digital Textbook)*   * Graphic organizers * Supplemental readings * American Heritage Primary Source Library * Internet use   + Example- Library of Congress   **Technology Integration:**   * Kahn Academy * [Crash Course (](http://www.phschool.com/)[Youtube](http://www.google.com/url?q=http%3A%2F%2Fwww.phschool.com%2F&sa=D&sntz=1&usg=AFQjCNE6UxdE7TtnC5dpckJpOIoSr0f-5A) [video)](http://www.phschool.com/) * [graphic novels](http://www.phschool.com/) * [Collaborative documents using Google docs or Wikis](http://www.phschool.com/) * [Podcasts, blogs, webquests, Keynote projects, online journal articles, discussion boards (i.e.: Turn it In and Edmodo)](http://www.phschool.com/) * Webquest * [TeacherTube](http://www.phschool.com/) * [digital storytelling](http://www.phschool.com/) * [Presentation software: PowerPoint, Prezi,](http://www.phschool.com/) * [QR Codes](http://www.phschool.com/) * [iPads, laptops, Chromebooks](http://www.phschool.com/) * [Projectors, document cameras](http://www.phschool.com/) * [subject specific website (i.e: Today in History, Or This Day in History)](http://www.phschool.com/) |

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| **2015 OCEAN COUNTY SOCIAL STUDIES CURRICULUM**  **Unit 4 Overview** |
| **Content Area:** Social Studies |
| **Unit Title: The Postwar United States/The Postwar Domestic Situation (1945-1960)** |
| **Target Course/Grade Level:** USII/ 11 |
| **Unit Summary**  This period examines the economic transformations continuing at home, and the deep social and cultural  changes that occurred. Like the 1920s, the period after World War II saw widespread alterations of human expectations. New technologies, new products, new amusements and new patterns of production and consumption emerged. Unlike the 1920s, prosperity was more widely enjoyed and the good times lasted. Students need to understand the reasons for this contrast and why certain segments of the population did not fully share in this new prosperity.  **Primary Interdisciplinary Connections:**  **English-** *The Crucible* by Arthur Miller  **Government & Politics-** origin of McCarthyism, duck and cover drills -Highway Act  **Economics-** Boom of industry, origin of franchises in America, GI Bill  **Geography-** demographic shifts (sunbelt), and expansion of suburbans  **Art-** political cartoons, and origin of Rock and Roll (music of the 1950s). “Little Boxes” Pete Seger  **Sociology-**Beat Generation vs. conformity, and slang of the 1950s  **Science** - TV, Jonas Salk  **21st century themes:** Financial, Economic, Business and Entrepreneurial Literacy, Health Literacy, Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Information and Communication Technology Literacy, Life and Career Skills.   * Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information * Research skills and practices, interrogative questioning * Creativity, artistry, curiosity, imagination, innovation, personal expression * Perseverance, self-direction, planning, self-discipline, adaptability, initiative * Oral and written communication, public speaking and presenting, listening * Leadership, teamwork, collaboration, cooperation, virtual workspaces * Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming * Civic, ethical, and social-justice literacy * Economic and financial literacy, entrepreneurialism * Global awareness, multicultural literacy, humanitarianism * Scientific literacy and reasoning, the scientific method * Environmental and conservation literacy, ecosystems understanding * Health and wellness literacy, including nutrition, diet, exercise, and public health and safety  |  |  | | --- | --- | |  | | | **Learning Targets** | | | **Standards:**  **6.1 U.S. History:** **America in the World:**All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.  **6.3 Active Citizenship in the 21st Century:** All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of New Jersey, the United States, and the World.    **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.  **9.1 21st-Century Life & Career Skills -** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. | | | **Content Statements** | | | **CPI #** | **Cumulative Progress Indicator (CPI)** | | 6.1.12.A.4.d | Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining  citizenship and equality for African Americans. | | 6.1.12.A.11.c | Determine if American policies regarding Japanese internment and actions against  other minority groups were a denial of civil rights. | | 6.1.12.D.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.A.13.a | Analyze 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 Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination. | | 6.1.12.A.13.b | Analyze the effectiveness of national legislation, policies, and Supreme Court  decisions (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) in promoting civil liberties and equal opportunities. | | 6.1.12.B.13.a | Determine the extent to which changes in national policy after 1965 impacted  immigration to New Jersey and the United States. | | 6.1.12.B.13.b | Evaluate the effectiveness of environmental movements and their influence on public  attitudes and environmental protection laws. | | 6.1.12.C.13.a | Explain how individuals and organizations used economic measures (e.g., the  Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and  human rights. | | 6.1.12.C.3.a | Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. | | 6.1.12.C.13.b | Evaluate the effectiveness of economic policies that sought to combat post-World  War II inflation. | | 6.1.12.C.13.c | Determine the effectiveness of social legislation that was enacted to end poverty in  the 1960s and today. | | 6.1.12.C.13.d | Relate American economic expansion after World War II to increased consumer  demand. | | 6.1.12.D.13.a | Determine the impetus for the Civil Rights Movement, and explain why national  governmental actions were needed to ensure civil rights for African Americans. | | 6.1.12.D.13.b | Compare and contrast the leadership and ideology of Martin Luther King, Jr., and  Malcolm X during the Civil Rights Movement, and evaluate their legacies. | | 6.2.12.A.5.e | Assess the progress of human and civil rights around the world since the 1948 U.N.  Declaration of Human Rights. | | 6.2.12.D.5.b | Assess the impact of Gandhi’s methods of civil disobedience and passive resistance  in India, and determine how his methods were later used by people from other  countries. | | 6.3.12.D.1 | Analyze current laws involving individual rights and national security, and evaluate  how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights. | | 8.1.12.A.3 | Participate in online courses, learning communities, social networks, or virtual  worlds and recognize them as resources for lifelong learning. | | 8.1.12.C.1 | Develop an innovative solution to a complex, local or global problem or issue in  collaboration with peers and experts, and present ideas for feedback in an online  community. | | 9.1.12.A.1 | Apply critical thinking and problem-solving strategies during structured learning  experiences. | | 9.1.12.B.1 | Present resources and data in a format that effectively communicates the meaning of  the data and its implications for solving problems, using multiple perspectives. | | 9.1.12.C.2 | Analyze the common traits of effective state, national, or international leaders. | | 9.1.12.C.3 | Explain why some current and/or past world leaders have had a greater impact on  people and society than others, regardless of their countries of origin. | | 9.1.12.C.4 | Demonstrate leadership and collaborative skills when participating in online learning  communities and structured learning experiences. | | 9.1.12.C.5 | Assume a leadership position by guiding the thinking of peers in a direction that  leads to successful completion of a challenging task or project. | | 9.1.12.D.2 | Determine the immediate and long-term effects of cross-cultural misconceptions or  misunderstandings resulting from past or current international issues or events. | | 9.1.12.F.2 | Demonstrate a positive work ethic in various settings, including the classroom and  during structured learning experiences. | | 9.1.12.F.5 | Formulate an opinion regarding a current workplace or societal/ethical issue based on  research. | | 9.2.12.A.3 | Analyze how the economic, social, and political conditions of a time period can  affect starting a business and can affect a plan for establishing such an enterprise. | | 9.2.12.A.8 | Analyze how personal and cultural values impact spending and other financial decisions | | 9.2.12.A.10 | Explain the relationship between government programs and services and taxation. | | 9.2.12.E.3 | Evaluate how media, bias, purpose, and validity affect the prioritization of consumer  decisions and spending. | | 9.2.12.E.4 | Evaluate business practices and their impact on individuals, families, and societies. | | 9.2.12.F.4 | Analyze how citizen decisions and actions can influence the use of economic  resources to achieve societal goals and provide individual services. | | 9.3.12.C.8 | Interpret how changing economic and societal needs influence employment trends  and future education. | | RH.11-12.1. | Cite specific textual evidence to support analysis of primary and secondary sources,  connecting insights gained from specific details to an understanding of the text as a  whole. | | RH.11-12.2. | Determine the central ideas or information of a primary or secondary source; provide  an accurate summary that makes clear the relationships among the key details and  ideas. | | RH.11-12.3. | Evaluate various explanations for actions or events and determine which explanation  best accords with textual evidence, acknowledging where the text leaves matters uncertain. | | RH.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including  analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). | | RH.11-12.5. | Analyze in detail how a complex primary source is structured, including how key  sentences, paragraphs, and larger portions of the text contribute to the whole. | | RH.11-12.6. | Evaluate authors’ differing points of view on the same historical event or issue by  assessing the authors’ claims, reasoning, and evidence. | | RH.11-12.7. | Integrate and evaluate multiple sources of information presented in diverse formats  and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. | | RH.11-12.8. | Evaluate an author’s premises, claims, and evidence by corroborating or challenging  them with other information. | | RH.11-12.9. | Integrate information from diverse sources, both primary and secondary, into a  coherent understanding of an idea or event, noting discrepancies among sources. | | RH.11-12.10. | By the end of grade 12, read and comprehend history/social studies texts in the  grades 11–CCR text complexity band independently and proficiently. | | WHST.11-12.1. | Write arguments focused on *discipline-specific content*.   * Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. * Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. * Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. * Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Provide a concluding statement or section that follows from or supports the argument | | WHST.11-12.2. | Write informative/explanatory texts, including the narration of historical events, scientific  procedures/ experiments, or technical processes.   * Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding   comprehension.   * Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. * Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. * Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable   stance in a style that responds to the discipline and context as well as to the expertise of  likely readers.   * Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). | | WHST.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are  appropriate to task, purpose, and audience. | | WHST.11-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new  approach, focusing on addressing what is most significant for a specific purpose and audience. | | WHST.11-12.6. | Use technology, including the Internet, to produce, publish, and update individual or shared  writing products in response to ongoing feedback, including new arguments or information. | | WHST.11-12.7. | Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | | WHST.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. | | WHST.11-12.9. | Draw evidence from informational texts to support analysis, reflection, and research. | | WHST.11-12.10. | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |

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| **Unit Essential Questions**   * Evaluate how the Cold War undermined individual liberties. * Appraise how postwar prosperity influenced American culture in the   1950s.   * Explain the evolution of the Civil Rights Movement during the post-war period. | **Unit Enduring Understandings**  *Students will understand…*   * The role of important dates, events, and persons of the post-World War II period. * The differences and similarities of the social, economic, and political trends of the different eras. * The technological impacts on this and any other era. * How different tactics of civil protest work and their enduring effects. |

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| **Unit Objectives**  *Students will…*   * Acquire the skills needed to read and gather information from primary and secondary sources. * Criticize the misuse of power when demonstrated in government. * Interpret the lasting effects of technology on society.   **Unit Objectives**  *Students will be able to…*   * Evaluate the effects of the postwar transition to a peacetime economy. * Comprehend the chronology of the Civil Rights Movement. * Argue whether the changes to the United States at this time were positive or negative. |

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| **Evidence of Learning** |
| **Formative Assessments**  Observations Questioning  Discussion Exit/Admit Slips Learning/Response Logs Graphic Organizers Peer/Self Assessments Practice Presentations Visual Representations Kinesthetic Assessments Constructive Quizzes  Think Pair Share  Layered Curriculum  Flipped Classroom (Student Based Learning)  As I See It   * Homework * Class work * Teacher observation * Group participation * Notebook assessment * Project presentations * Class discussions * Do Now |
| **Summative Assessments**   * Students will create a graphic organizer comparing and contrasting the Federalist and Anti-Federalist views on how the United States should be run. * Students will write an essay on the effects of the Revolution of 1800 * Students will create DBQ and/or complete DBQ packets. * Students will take a pen/pencil/paper test comprised primarily of open ended questions * Quarterly or Midterm/ Final Exams   **Modifications (ELLs, Special Education, Gifted and Talented):**   * Follow all IEP modifications/504 plan * Teacher tutoring * Peer tutoring * Cooperative learning groups * Modified assignments * Differentiated instruction   **Presentation accommodations** allow a student to:   * Listen to audio recordings instead of reading text * Learn content from audio books, movies, videos and digital media instead of reading print versions * Work with fewer items per page or line and/or materials in a larger print size * Have a designated reader * Hear instructions orally * Record a lesson, instead of taking notes * Have another student share class notes with him * Be given an outline of a lesson * Use visual presentations of verbal material, such as word webs and visual organizers * Be given a written list of instructions   **Response accommodations** allow a student to:   * Give responses in a form (oral or written) that’s easier for him * Dictate answers to a scribe * Capture responses on an audio recorder * Use a spelling dictionary or electronic spell-checker * Use a word processor to type notes or give responses in class   **Setting accommodations** allow a student to:   * Work or take a test in a different setting, such as a quiet room with few distractions * Sit where he learns best (for example, near the teacher) * Use special lighting or acoustics * Take a test in small group setting * Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)   **Timing accommodations** allow a student to:   * Take more time to complete a task or a test * Have extra time to process oral information and directions * Take frequent breaks, such as after completing a task   **Scheduling accommodations** allow a student to:   * Take more time to complete a project * Take a test in several timed sessions or over several days * Take sections of a test in a different order * Take a test at a specific time of day   **Organization skills accommodations** allow a student to:   * Use an alarm to help with time management * Mark texts with a highlighter * Have help coordinating assignments in a book or planner * Receive study skills instruction   **Assignment modifications** allow a student to:   * Complete fewer or different homework problems than peers * Write shorter papers * Answer fewer or different test questions * Create alternate projects or assignments   **Curriculum modifications** allow a student to:   * Get graded or assessed using a different standard than the one for classmates   **Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:**   * District textbook example:   + Example- United States History and Geography *McGraw Hill Textbook (Online Digital Textbook)* * Graphic organizers * Supplemental readings * American Heritage Primary Source Library * Internet use   + Example- Library of Congress   + Graphic organizers * Supplemental readings * American Heritage Primary Source Library * Internet use   **Technology Integration:**   * Kahn Academy * [Crash Course (](http://www.phschool.com/)[Youtube](http://www.google.com/url?q=http%3A%2F%2Fwww.phschool.com%2F&sa=D&sntz=1&usg=AFQjCNE6UxdE7TtnC5dpckJpOIoSr0f-5A) [video)](http://www.phschool.com/) * [graphic novels](http://www.phschool.com/) * Webquest * [Collaborative documents using Google docs or Wikis](http://www.phschool.com/) * [Podcasts, blogs, webquests, Keynote projects, online journal articles, discussion boards (i.e.: Turn it In and Edmodo)](http://www.phschool.com/) * [TeacherTube](http://www.phschool.com/) * [digital storytelling](http://www.phschool.com/) * [Presentation software: PowerPoint, Prezi,](http://www.phschool.com/) * [QR Codes](http://www.phschool.com/) * [iPads, laptops, Chromebooks](http://www.phschool.com/) * [Projectors, document cameras](http://www.phschool.com/) * [subject specific website (i.e: Today in History, Or This Day in History)](http://www.phschool.com/) |

# Teacher Notes:

Reasons we entered Korea and Vietnam

Analyze JFK’s domestic and foreign policies

Reasons we lost in Vietnam

[**http://www.ushistory.org/us/53a.asp**](http://www.ushistory.org/us/53a.asp)[**http://history.howstuffworks.com/american-**](http://history.howstuffworks.com/american-history/mccarthyism.htm)[**history/mccarthyism.htm**](http://history.howstuffworks.com/american-history/mccarthyism.htm)

[**http://www.u-s-history.com/pages/h1965.html**](http://www.u-s-history.com/pages/h1965.html)[**http://www.thepeoplehistory.com/1950s.html**](http://www.thepeoplehistory.com/1950s.html)[**http://www.independent.org/newsroom/article.asp?id=13**](http://www.independent.org/newsroom/article.asp?id=138)[**8**](http://www.independent.org/newsroom/article.asp?id=138)

[**http://www.nasa.gov/**](http://www.nasa.gov/)

[**http://apps.detnews.com/apps/history/index.php?id=48**](http://apps.detnews.com/apps/history/index.php?id=48)

**Suggested Activities:**

**-**Interview a veteran from either Korea or Vietnam

-Hollywood Vs. History Comparison of either a

Movie or TV show from the Era.

-Examine JFK’s inaugural address

-Examine the tunnel system used by the VC.

**Formative Assessments (one or many may be used)**

* **Map exercises**
* **Group research and presentations.**
* **Tests: essay, multiple choice, short answer, map.**
* **Creative Writing from points of view**
* **Written and/or oral discussions/debates**
* **Book reports**
* **PowerPoint’s, Web Pages**
* **Current event reports**
* **Exit Tickets**

**Summative Assessments (one or many may be used)**

* **End of unit / chapter tests.**
* **End of term / semester tests.**
* **Mid-unit quizzes**
* **All evaluations may contain some or all: Multiple choice, true/false, short answer, essay, and visual identification and description questions.**

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| **2015 OCEAN COUNTY SOCIAL STUDIES CURRICULUM**  **Unit 5 Overview** |
| **Content Area:** Social Studies |
| **Unit Title: Era of Activism-1960’s** |
| **Target Course/Grade Level: United States History II/11** |
| **Unit Summary**  Students will explore the political and social unrest of the 1960’s, focusing on the civil unrest brought about by the Civil Rights Movement, the anti-war movement, women’s movement, fear of nuclear  annihilation, and assassinations.  **Primary interdisciplinary connections:**  **English-** “Silent Spring” Rachel Carson, MLK “I Have A Dream”  **Government & Politics** - Warren Court , JFK Inaugural Address  **Economics-** Effect of the cost of war Vietnam, The War on Poverty  **Sociology** - The Great Society, ERA ,Impact of Counter Culture, SDS, Cesar Chavez  **21st century themes:** Financial, Economic, Business and Entrepreneurial Literacy, Health Literacy, Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Information and Communication Technology Literacy, and Life.   * Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information * Research skills and practices, interrogative questioning * Creativity, artistry, curiosity, imagination, innovation, personal expression * Perseverance, self-direction, planning, self-discipline, adaptability, initiative * Oral and written communication, public speaking and presenting, listening * Leadership, teamwork, collaboration, cooperation, virtual workspaces * Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming * Civic, ethical, and social-justice literacy * Economic and financial literacy, entrepreneurialism * Global awareness, multicultural literacy, humanitarianism * Scientific literacy and reasoning, the scientific method * Environmental and conservation literacy, ecosystems understanding * Health and wellness literacy, including nutrition, diet, exercise, and public health and safety |

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| **Learning Targets** | |
| **Standards**  **6.1 U.S. History:** **America in the World:**All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.  **6.3 Active Citizenship in the 21st Century:** All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of New Jersey, the United States, and the World.    **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.  **9.1 21st-Century Life & Career Skills -** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. | |
| **Content Statements** | |
| **CPI #** | **Cumulative Progress Indicator (CPI)** |
| 6.1.12.A.13.c | Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States. |
| 6.1.12.C.13.c | Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today. |
| 6.1.12.D.13.b | 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.D.13.d | 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.D.13.e | Explain why the Peace Corps was created and how its role has evolved over time. |
| 6.1.12.A.14.d | Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government  in the economy, and social reforms. |
| 6.1.12.A.14.f | Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy. |
| 6.1.12.A.14.g | Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of  voter registration forms in high schools). |
| 6.1.12.B.14.b | Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States. |
| 6.1.12.C.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.C.14.b | Judge to what extent government should intervene at the local, state, and national levels on issues related to the  economy |
| 6.1.12.D.14.a | Determine the relationship between United States domestic and foreign policies. |
| 6.1.12.D.14.b | Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence. |
| 6.1.12.B.14.b | Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States. |
| 6.1.12.D.14.e | Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping  contemporary American culture. |
| 6.1.12.A.15.b | Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems. |

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| 6.1.12.A.15.c | Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations. |
| 6.1.12.A.15.d | Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy. |
| 6.1.12.A.15.e | Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations. |
| 6.1.12.A.15.f | Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations. |
| 6.1.12.B.15.a | Evaluate the effectiveness of the United States government’s efforts to provide humanitarian assistance during international natural disasters and times of crises. |
| 6.1.12.C.15.b | Assess economic priorities related to international and domestic needs, as reflected in the national budget. |
| 6.1.12.D.15.a | Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States. |
| 6.1.12.D.15.b | Compare the perspectives of other nations and the United States regarding United States foreign policy. |
| 6.1.12.D.15.c | Explain how and why religious tensions and historic differences 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.A.16.a | Determine the impact of media and technology on world politics during this time period. |
| 6.1.12.A.16.c | 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.B.16.a | Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources. |
| 6.2.12.A.5.e | Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights. |
| 6.2.12.B.5.a | Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence. |
| 6.2.12.B.5.b | Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia. |
| 6.2.12.C.5.c | Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives. |
| 6.2.12.D.5.b | Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries. |
| 6.2.12.D.5.c | Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide. |

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| 6.3.12.D.1 | Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's  constitutional rights. |
| 9.1.12.A.2 | Participate in online strategy and planning sessions for course-based, school-based, or outside projects. |
| 9.1.12.C.2 | Analyze the common traits of effective state, national, or international leaders. |
| 9.1.12.C.3 | Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin. |
| 9.1.12.D.1 | Interpret spoken and written communication within the appropriate cultural context. |
| RH.11-12.1. | Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from  specific details to an understanding of the text as a whole. |
| RH.11-12.2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes  clear the relationships among the key details and ideas. |
| RH.11-12.3. | Evaluate various explanations for actions or events and determine which explanation best accords with textual  evidence, acknowledging where the text leaves matters uncertain. |
| RH.11-12.5. | Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. |
| RH.11-12.6. | Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. |
| RH.11-12.7. | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. |
| RH.11-12.8. | Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. |
| RH.11-12.9. | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| RH.11-12.10. | By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. |

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| **Unit Essential Questions**   * Debate how the Cold War undermined individual liberties. * Assess how postwar prosperity influenced American culture in the 1950s. * Outline how the Civil Rights Movement evolved during the post-war period. | **Unit Enduring Understandings**  *Students will understand…*   * The role of important dates, events, and persons of the post-World War II period. * The role of the different aspects of the Civil Rights Movement and the leaders representing them. * The conflict between the government and the anti-war protestors. |

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| **Unit Objectives**  *Students will know…*   * How to evaluate the effects of the postwar transition to a peacetime economy. * Students will organize the chronology of the Civil Rights Movement. * Why the anti-war movement increased and became more vigilant during the Vietnam War and how the country   became more divided by the end of the  decade.  **Unit Objectives**  *Students will be able to…*   * Evaluate and compare the political and social conditions of the 1950s and the 1960s. * Predict the evolution of the United States’ involvement in Vietnam. * Analyze the Cold War fears that promoted the hysteria of McCarthyism. * Evaluate how the Tet Offensive and the My Lai Massacre emboldened the anti-war movement. |

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| **Evidence of Learning** |
| **Formative Assessments**  Observations Questioning  Discussion Exit/Admit Slips Learning/Response Logs Graphic Organizers Peer/Self Assessments Practice Presentations Visual Representations Kinesthetic Assessments Constructive Quizzes  Think Pair Share  Layered Curriculum  Flipped Classroom (Student Based Learning)  As I See It   * Homework * Class work * Teacher observation * Group participation * Notebook assessment * Project presentations * Class discussions * Do Now |
| **Summative Assessments**   * Written tests / quizzes consisting of open-ended, multiple-choice, and essay questions. * Expository Essays / Position Papers * Students creating DBQ and or DBQ packets * Quarterly or Mid-Term/Final Exams   **Modifications (ELLs, Special Education, Gifted and Talented):**   * Follow all IEP modifications/504 plan * Teacher tutoring * Peer tutoring * Cooperative learning groups * Modified assignments * Differentiated instruction   **Presentation accommodations** allow a student to:   * Listen to audio recordings instead of reading text * Learn content from audio books, movies, videos and digital media instead of reading print versions * Work with fewer items per page or line and/or materials in a larger print size * Have a designated reader * Hear instructions orally * Record a lesson, instead of taking notes * Have another student share class notes with him * Be given an outline of a lesson * Use visual presentations of verbal material, such as word webs and visual organizers * Be given a written list of instructions   **Response accommodations** allow a student to:   * Give responses in a form (oral or written) that’s easier for him * Dictate answers to a scribe * Capture responses on an audio recorder * Use a spelling dictionary or electronic spell-checker * Use a word processor to type notes or give responses in class   **Setting accommodations** allow a student to:   * Work or take a test in a different setting, such as a quiet room with few distractions * Sit where he learns best (for example, near the teacher) * Use special lighting or acoustics * Take a test in small group setting * Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)   **Timing accommodations** allow a student to:   * Take more time to complete a task or a test * Have extra time to process oral information and directions * Take frequent breaks, such as after completing a task   **Scheduling accommodations** allow a student to:   * Take more time to complete a project * Take a test in several timed sessions or over several days * Take sections of a test in a different order * Take a test at a specific time of day   **Organization skills accommodations** allow a student to:   * Use an alarm to help with time management * Mark texts with a highlighter * Have help coordinating assignments in a book or planner * Receive study skills instruction   **Assignment modifications** allow a student to:   * Complete fewer or different homework problems than peers * Write shorter papers * Answer fewer or different test questions * Create alternate projects or assignments   **Curriculum modifications** allow a student to:   * Get graded or assessed using a different standard than the one for classmates   **Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:**   * District textbook example:   + Example- United States History and Geography *McGraw Hill Textbook (Online Digital Textbook)* * Graphic organizers * Supplemental readings * American Heritage Primary Source Library * Internet use   + Example- Library of Congress   + Graphic organizers * Supplemental readings * American Heritage Primary Source Library * Internet use * Supplemental Readings * Relevant Video Clips * American Heritage Primary Source Library * Internet   **Technology Integration:**   * Kahn Academy * [Crash Course (](http://www.phschool.com/)[Youtube](http://www.google.com/url?q=http%3A%2F%2Fwww.phschool.com%2F&sa=D&sntz=1&usg=AFQjCNE6UxdE7TtnC5dpckJpOIoSr0f-5A) [video)](http://www.phschool.com/) * [graphic novels](http://www.phschool.com/) * [Collaborative documents using Google docs or Wikis](http://www.phschool.com/) * [Podcasts, blogs, webquests, Keynote projects, online journal articles, discussion boards (i.e.: Turn it In and Edmodo)](http://www.phschool.com/) * [TeacherTube](http://www.phschool.com/) * [digital storytelling](http://www.phschool.com/) * [Presentation software: PowerPoint, Prezi,](http://www.phschool.com/) * [QR Codes](http://www.phschool.com/) * [iPads, laptops, Chromebooks](http://www.phschool.com/) * [Projectors, document cameras](http://www.phschool.com/) * [subject specific website (i.e: Today in History, Or This Day in History)](http://www.phschool.com/) |

# Teacher Notes:

* Examine the Gulf of Tonkin Incident and the Tet Offensive as catalysts to increased US involvement in Vietnam.
* Stress the escalation of the Vietnam Conflict from Eisenhower to Nixon.
* Examine the various stages of the anti-war movement.
* Highlight 1968 as a turning point in American politics and policy in the Cold War.

**Suggested Activities:**

<http://college.cengage.com/history/us/norton/people_nation/7e/students/studyguide/norton_sgvol2_ch30.pdf> <http://www.thepeoplehistory.com/1960s.html>

<http://www.thepeoplehistory.com/1960.html> <http://www.yesterdaysbread.co.uk/history-flowerpower.html> <http://history1900s.about.com/od/1960s/p/charlesmanson.htm> <http://the60sofficialsite.com/British_Music_Invasion.html> http:/ [http://elcoushistory.tripod.com/politics1960.html\](http://elcoushistory.tripod.com/politics1960.html%20)

[/www.maryferrell.org/wiki/index.php/Other\_Assassinations\_and\_Plots](http://www.maryferrell.org/wiki/index.php/Other_Assassinations_and_Plots) <http://www.pbs.org/opb/thesixties/topics/politics/index.html> <http://www.pbs.org/opb/thesixties/topics/politics/index.html> [http://www.ourdocuments.gov/doc.php?flash=true&doc=100](http://www.ourdocuments.gov/doc.php?flash=true&amp;doc=100)

YouTube Nixon Kennedy Debate

Visit the NJ Vietnam Memorial

Powerpoint presentation on related aspects of the Vietnam War Have students debate and analyze the lessons of Vietnam

Examine the Pentagon Papers as evidence of our failure in Vietnam

**Formative Assessments (one or many may be used)**

* Map exercises
* Group research and presentations.
* Tests: essay, multiple choice, short answer, map.
* Creative Writing from points of view
* Written and/or oral discussions/debates
* Book reports
* PowerPoint’s, Web Pages
* Current event reports
* Exit Tickets

**Summative Assessments (one or many may be used)**

* End of unit / chapter tests.
* End of term / semester tests.
* Mid-unit quizzes
* All evaluations may contain some or all: Multiple choice, true/false, short answer, essay, and visual identification and description questions.

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| **2015 OCEAN COUNTY SOCIAL STUDIES CURRICULUM**  **Unit 6 Overview** |
| **Content Area: Social Studies** |
| **Unit Title: The Transitional ‘70s** |
| **Target Course/Grade Level: United States History II /11** |
| **Unit Summary**  Unit will examine major domestic and foreign policy issues facing the United States in the 1970’s. This unit will explore Watergate, our changing relationship with the Middle East, as well as our changing Cold War policy toward the Soviets and China.  **Primary interdisciplinary connections:**  **English/Language Arts:** *Watership Down (*Richard Adams) *Dispatches* (Michael Herr), *Letters from Vietnam*  **Government & Politics:** Watergate, *All the President's Men,* Pol Pot and the Cambodian Genocide, My Lai  **Science:** Apollo 13, the pocket calculator, test tube babies, Three Mile Island  **Sociology:** Hippie Movement, Gay Rights Movement, Jonestown Massacre, Ted Bundy  **Art:** Napalm Girl, Political Cartoons, Woodstock, Elvis, Peter Maxx, Baryshnikov, *Jaws*  **Economics:** The Energy Crisis, the Hostages, inflation  **21st Century Themes:** Financial, Economic, Business and Entrepreneurial Literacy, Health Literacy, Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Information and Communication Technology Literacy, and Life.   * Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information * Research skills and practices, interrogative questioning * Creativity, artistry, curiosity, imagination, innovation, personal expression * Perseverance, self-direction, planning, self-discipline, adaptability, initiative * Oral and written communication, public speaking and presenting, listening * Leadership, teamwork, collaboration, cooperation, virtual workspaces * Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming * Civic, ethical, and social-justice literacy * Economic and financial literacy, entrepreneurialism * Global awareness, multicultural literacy, humanitarianism * Scientific literacy and reasoning, the scientific method * Environmental and conservation literacy, ecosystems understanding * Health and wellness literacy, including nutrition, diet, exercise, and public health and safety |

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| **Learning Targets** | |
| **Standards**  **6.1 U.S. History:** **America in the World:**All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such  knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.  **6.3 Active Citizenship in the 21st Century:** All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of New Jersey, the United States, and the World.    **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.  **9.1 21st-Century Life & Career Skills -** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. | |
| **Content Statements** | |
| **CPI #** | **Cumulative Progress Indicator (CPI)** |
| 6.1.12.B.13.b | Evaluate the effectiveness of environmental movements and their influence on  public attitudes and environmental protection laws. |
| 6.1.12.D.13.c | 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.D.13.f | Relate the changing role of women in the labor force to changes in family  structure. |
| 6.1.12.A.14.d | Analyze the conflicting ideologies and actions of political parties regarding  spending priorities, the role of government in the economy, and social reforms. |
| 6.1.12.A.14.f | Determine the extent to which nongovernmental organizations, special interest  groups, third party political groups, and the media affect public policy. |
| 6.1.12.A.14.g | Analyze the impact of community groups and state policies that strive to  increase the youth vote (i.e., distribution of voter registration forms in high schools). |
| 6.1.12.B.14.c | Evaluate the impact of individual, business, and government decisions and  actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions. |
| 6.1.12.C.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.C.14.b | Judge to what extent government should intervene at the local, state, and  national levels on issues related to the economy. |
| 6.1.12.D.14.a | Determine the relationship between United States domestic and foreign policies. |
| 6.1.12.D.14.b | Assess the effectiveness of actions taken to address the causes of continuing  urban tensions and violence. |
| 6.1.12.D.14.d | Evaluate the extent to which women, minorities, individuals with gender  preferences, and individuals with disabilities have met their goals of equality in  the workplace, politics, and society. |
| 6.1.12.D.14.e | Evaluate the role of religion on cultural and social mores, public opinion, and  political decisions. |
| 6.1.12.A.15.b | Determine the effectiveness of the United States in pursuing national interests  while also attempting to address global political, economic, and social problems. |
| 6.1.12.A.15.c | Evaluate the role of diplomacy in developing peaceful relations, alliances, and  global agreements with other nations. |
| 6.1.12.A.15.d | Analyze the impact of United States support for the policies and actions of the  United Nations and other international organizations. |
| 6.1.12.A.15.e | Analyze the impact of United States support for the policies and actions of the  United Nations and other international organizations. |

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| 6.1.12.A.15.f | Evaluate the effectiveness of United States policies and actions in supporting the  economic and democratic growth of developing nations. |
| 6.1.12.B.15.a | Relate the role of America’s dependence on foreign oil to its economy and  foreign policy. |
| 6.1.12.C.15.a | Relate the role of America’s dependence on foreign oil to its economy and  foreign policy. |
| 6.1.12.C.15.b | Assess economic priorities related to international and domestic needs, as  reflected in the national budget. |
| 6.1.12.D.15.a | Compare United Nations policies and goals (i.e., the International Declaration of  Human Rights and the United Nations Millennium Development Goals)  intended to promote human rights and prevent the violation of human rights with actions taken by the United States. |
| 6.1.12.D.15.b | Compare the perspectives of other nations and the United States regarding  United States foreign policy. |
| 6.1.12.D.15.c | Explain how and why religious tensions and historic differences 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.A.16.a | Determine the impact of media and technology on world politics during this  time period. |
| 6.1.12.A.16.c | 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.B.16.a | Explain why natural resources (i.e., fossil fuels, food, and water) continue to be  a source of conflict, and analyze how the United States and other nations have  addressed issues concerning the distribution and sustainability of natural resources. |
| 6.1.12.D.16.a | Analyze the impact of American culture on other world cultures from multiple  perspectives. |
| 6.1.12.D.16.b | Explain how and why technology is transforming access to education and  educational practices worldwide. |
| 6.1.12.D.16.c | 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. |
| 6.2.12.A.5.d | Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda,  Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events. |
| 6.2.12.A.5.e | Assess the progress of human and civil rights around the world since the 1948  U.N. Declaration of Human Rights. |
| 6.2.12.B.5.a | Determine the impact of geography on decisions made by the Soviet Union and  the United States to expand and protect their spheres of influence. |
| 6.2.12.B.5.b | Analyze the reasons for the Cold War and the collapse of the Soviet Union, and  evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia. |
| 6.2.12.B.5.c | Determine the impact of migration on way of life (e.g., social, economic, and  political structures) in countries of origin and in adopted countries. |

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| 6.2.12.C.5.c | Assess the impact of the international arms race, the space race, and nuclear  proliferation on international politics from multiple perspectives. |
| 6.2.12.D.5.c | Assess the influence of television, the Internet, and other forms of electronic  communication on the creation and diffusion of cultural and political  information, worldwide. |
| 6.2.12.D.5.d | Analyze how feminist movements and social conditions have affected the lives  of women in different parts of the world, and evaluate women’s progress toward  social equality, economic equality, and political equality in various countries. |
| 6.3.12.D.1 | Analyze current laws involving individual rights and national security, and  evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights. |
| 9.1.12.C.2 | Analyze the common traits of effective state, national, or international leaders. |
| 9.1.12.C.3 | Explain why some current and/or past world leaders have had a greater impact  on people and society than others, regardless of their countries of origin. |
| 9.1.12.D.1 | Interpret spoken and written communication within the appropriate cultural  context. |
| 9.2.12.F.6 | Compare and contrast the role of philanthropy, volunteer service, and charities  in community development and quality of life in a variety of cultures. |
| RH.11-12.1. | Cite specific textual evidence to support analysis of primary and secondary  sources, connecting insights gained from specific details to an understanding of the text as a whole. |
| RH.11-12.2. | Determine the central ideas or information of a primary or secondary source;  provide an accurate summary that makes clear the relationships among the key details and ideas. |
| RH.11-12.3. | Evaluate various explanations for actions or events and determine which  explanation best accords with textual evidence, acknowledging where the text  leaves matters uncertain. |
| RH.11-12.4. | Determine the meaning of words and phrases as they are used in a text,  including analyzing how an author uses and refines the meaning of a key term  over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| RH.11-12.5. | Analyze in detail how a complex primary source is structured, including how  key sentences, paragraphs, and larger portions of the text contribute to the  whole. |
| RH.11-12.6. | Evaluate authors’ differing points of view on the same historical event or issue  by assessing the authors’ claims, reasoning, and evidence. |
| RH.11-12.7. | Integrate and evaluate multiple sources of information presented in diverse  formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. |
| RH.11-12.8. | Evaluate an author’s premises, claims, and evidence by corroborating or  challenging them with other information. |
| RH.11-12.9. | Integrate information from diverse sources, both primary and secondary, into a  coherent understanding of an idea or event, noting discrepancies among sources. |
| RH.11-12.10. | By the end of grade 12, read and comprehend history/social studies texts in the  grades 11–CCR text complexity band independently and proficiently. |
| WHST.11-12.1. | Write arguments focused on *discipline-specific content*.   * Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. * Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a   discipline-appropriate form that anticipates the audience’s knowledge  level, concerns, values, and possible biases.   * Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. * Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Provide a concluding statement or section that follows from or supports the argument presented. |

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| WHST.11-12.2. | Write informative/explanatory texts, including the narration of historical events,  scientific procedures/ experiments, or technical processes.   * Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. * Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. * Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. * Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. * Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating   implications or the significance of the topic). |
| WHST.11-12.4. | Produce clear and coherent writing in which the development, organization, and  style are appropriate to task, purpose, and audience. |
| WHST.11-12.5. | Develop and strengthen writing as needed by planning, revising, editing,  rewriting, or trying a new approach, focusing on addressing what is most  significant for a specific purpose and audience. |
| WHST.11-12.6. | Use technology, including the Internet, to produce, publish, and update  individual or shared writing products in response to ongoing feedback, including  new arguments or information. |
| WHST.11-12.7. | Conduct short as well as more sustained research projects to answer a question  (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| WHST.11-12.8 | Gather relevant information from multiple authoritative print and digital sources,  using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| WHST.11-12.9. | Draw evidence from informational texts to support analysis, reflection, and  research. |
| WHST.11-12.10. | Write routinely over extended time frames (time for reflection and revision) and  shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences. |
| **Unit Essential Questions**   * Debate how the Cold War undermined individual liberties. * Assess how postwar prosperity influenced American culture in the 1950s. * Outline how the Civil Rights Movement evolved during the post-war period.   **Unit Enduring Understandings**  *Students will understand…*   * The role of important dates, events, and persons of the post-World War II period. * The role of the different aspects of the Civil Rights Movement and the leaders representing them. * The conflict between the government and the anti-war protestors. | |
| **Unit Objectives**  *Students will know…*   * How to evaluate the effects of the postwar transition to a peacetime economy. * Students will organize the chronology of the Civil Rights Movement. * Why the anti-war movement increased and became more vigilant during the Vietnam War and how the country   became more divided by the end of the  decade.  **Unit Objectives**  *Students will be able to…*   * Evaluate and compare the political and social conditions of the 1950s and the 1960s. * Predict the evolution of the United States’ involvement in Vietnam. * Analyze the Cold War fears that promoted the hysteria of McCarthyism. * Evaluate how the Tet Offensive and the My Lai Massacre emboldened the anti-war movement. | |

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| **Evidence of Learning** |
| **Formative Assessments**  Observations Questioning  Discussion Exit/Admit Slips Learning/Response Logs Graphic Organizers Peer/Self Assessments Practice Presentations Visual Representations Kinesthetic Assessments Constructive Quizzes  Think Pair Share  Flipped Classroom  Layered Curriculum  As I See It   * Homework * Class work * Teacher observation * Group participation * Notebook assessment * Project presentations * Class discussions * Do Now |
| **Summative Assessments**   * Written tests / quizzes consisting of open-ended, multiple-choice, and essay questions. * Expository Essays / Position Papers * Students will create DBQ and/or DBQ packets * Mid-Term/Final Exams   **Modifications (ELLs, Special Education, Gifted and Talented):**   * Follow all IEP modifications/504 plan * Teacher tutoring * Peer tutoring * Cooperative learning groups * Modified assignments * Differentiated instruction   **Presentation accommodations** allow a student to:   * Listen to audio recordings instead of reading text * Learn content from audio books, movies, videos and digital media instead of reading print versions * Work with fewer items per page or line and/or materials in a larger print size * Have a designated reader * Hear instructions orally * Record a lesson, instead of taking notes * Have another student share class notes with him * Be given an outline of a lesson * Use visual presentations of verbal material, such as word webs and visual organizers * Be given a written list of instructions   **Response accommodations** allow a student to:   * Give responses in a form (oral or written) that’s easier for him * Dictate answers to a scribe * Capture responses on an audio recorder * Use a spelling dictionary or electronic spell-checker * Use a word processor to type notes or give responses in class   **Setting accommodations** allow a student to:   * Work or take a test in a different setting, such as a quiet room with few distractions * Sit where he learns best (for example, near the teacher) * Use special lighting or acoustics * Take a test in small group setting * Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)   **Timing accommodations** allow a student to:   * Take more time to complete a task or a test * Have extra time to process oral information and directions * Take frequent breaks, such as after completing a task   **Scheduling accommodations** allow a student to:   * Take more time to complete a project * Take a test in several timed sessions or over several days * Take sections of a test in a different order * Take a test at a specific time of day   **Organization skills accommodations** allow a student to:   * Use an alarm to help with time management * Mark texts with a highlighter * Have help coordinating assignments in a book or planner * Receive study skills instruction   **Assignment modifications** allow a student to:   * Complete fewer or different homework problems than peers * Write shorter papers * Answer fewer or different test questions * Create alternate projects or assignments   **Curriculum modifications** allow a student to:   * Get graded or assessed using a different standard than the one for classmates   **Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:**   * District textbook example:   + Example- United States History and Geography *McGraw Hill Textbook (Online Digital Textbook)* * Graphic organizers * Supplemental readings * American Heritage Primary Source Library * Internet use   + Example- Library of Congress   + Graphic organizers * Supplemental readings * American Heritage Primary Source Library * Internet use   Suggested Resources  “America: The Story of Us”  “10 Days that Unexpectedly Changed the World” |

# Teacher Notes:

* Examine the Gulf of Tonkin Incident and the Tet Offensive as catalysts to increase US involvement in Vietnam
* Stress the escalation of the Vietnam Conflict from Eisenhower to Nixon.
* Examine the various stages of the anti-war movement.
* Highlight 1968 as a turning point in American politics and policy in the Cold War.

**Suggested Activities:**

<http://college.cengage.com/history/us/norton/people_nation/7e/students/studyguide/norton_sgvol2_ch30.pdf> <http://www.thepeoplehistory.com/1960s.html>

<http://www.thepeoplehistory.com/1960.html> <http://www.yesterdaysbread.co.uk/history-flowerpower.html> <http://history1900s.about.com/od/1960s/p/charlesmanson.htm> <http://the60sofficialsite.com/British_Music_Invasion.html> http:/ [http://elcoushistory.tripod.com/politics1960.html\](http://elcoushistory.tripod.com/politics1960.html%20)

[/www.maryferrell.org/wiki/index.php/Other\_Assassinations\_and\_Plots](http://www.maryferrell.org/wiki/index.php/Other_Assassinations_and_Plots) <http://www.pbs.org/opb/thesixties/topics/politics/index.html> <http://www.pbs.org/opb/thesixties/topics/politics/index.html> [http://www.ourdocuments.gov/doc.php?flash=true&doc=100](http://www.ourdocuments.gov/doc.php?flash=true&amp;doc=100)

YouTube Nixon Kennedy Debate

Visit the NJ Vietnam Memorial

Powerpoint presentation on related aspects of the Vietnam War Have students debate and analyze the lessons of Vietnam

Examine the Pentagon Papers as evidence of our failure in Vietnam

**Formative Assessments (one or many may be used)**

* Map exercises
* Group research and presentations.
* Tests: essay, multiple choice, short answer, map.
* Creative Writing from points of view
* Written and/or oral discussions/debates
* Book reports
* PowerPoint’s, Web Pages
* Current event reports
* Exit Tickets

**Summative Assessments (one or many may be used)**

* End of unit / chapter tests.
* End of term / semester tests.
* Mid-unit quizzes
* All evaluations may contain some or all: Multiple choice, true/false, short answer, essay, and visual identification and description questions.

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| **2015 OCEAN COUNTY SOCIAL STUDIES CURRICULUM**  **Unit 7 Overview** |
| **Content Area:** Social Studies |
| **Unit Title: The ‘80s to the Present Era** |
| **Target Course/Grade Level: United States History II/11** |
| **Unit Summary**  The purpose of this unit is to examine the issues surrounding the disintegration of the Soviet Union and the  future of United States relations with the newly independent republics. This unit will investigate the principles underlying current U.S. policies throughout the world. Students will apply the lessons learned throughout the year to analyze current political, social, economic and cultural challenges to the United States.  **Primary interdisciplinary connections:** |

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| **English/Literature Connections:** *The Joy Luck Club* (1989), *1984* (George Orwell), *Moscow 2042 (*Vladimir Voinovich)  **Government/Politics:** Reaganomics, the fall of Communism, modern Capitalism, and Socialism, economic boom of the 90’s, the 2000 Election  **Art:** Political cartoons, Graffiti  **Sociology**: *White Noise (Don Lellillo)*  **21st Century Themes:** Financial, Economic, Business and Entrepreneurial Literacy, Health Literacy, Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Information and Communication Technology Literacy, Life and Career Skills   * Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information * Research skills and practices, interrogative questioning * Creativity, artistry, curiosity, imagination, innovation, personal expression * Perseverance, self-direction, planning, self-discipline, adaptability, initiative * Oral and written communication, public speaking and presenting, listening * Leadership, teamwork, collaboration, cooperation, virtual workspaces * Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming * Civic, ethical, and social-justice literacy * Economic and financial literacy, entrepreneurialism * Global awareness, multicultural literacy, humanitarianism * Scientific literacy and reasoning, the scientific method * Environmental and conservation literacy, ecosystems understanding * Health and wellness literacy, including nutrition, diet, exercise, and public health and safety | |
| **Learning Targets** | |
| **Standards**  **6.1 U.S. History:** **America in the World:**All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.  **6.3 Active Citizenship in the 21st Century:** All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of New Jersey, the United States, and the World.    **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.  **9.1 21st-Century Life & Career Skills -** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.  **9.4 Career and Technical Education:**  All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees | |
| **Content Standards** | |
| **CPI #** | **Cumulative Progress Indicator (CPI)** |
| 6.1.12.A.14.c | Assess the merit and effectiveness of recent legislation in addressing the health, welfare,  and citizenship status of individuals and groups. |
| 6.1.12.A.14.d | Analyze the conflicting ideologies and actions of political parties regarding spending  priorities, the role of government in the economy, and social reforms. |
| 6.1.12.A.14.f | Determine the extent to which nongovernmental organizations, special interest groups,  third party political groups, and the media affect public policy. |
| 6.1.12.A.14.g | Analyze the impact of community groups and state policies that strive to increase the  youth vote (i.e., distribution of voter registration forms in high schools). |
| 6.1.12.A.14.h | Assess the effectiveness of government policies in balancing the rights of the individual  against the need for national security. |
| 6.1.12.B.14.a | 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.B.14.b | Analyze how regionalization, urbanization, and suburbanization have led to social and  economic reform movements in New Jersey and the United States. |
| 6.1.12.B.14.d | Analyze the use of eminent domain in New Jersey and the United States from a variety of  perspectives. |
| 6.1.12.C.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.C.14.b | Judge to what extent government should intervene at the local, state, and national levels on  issues related to the economy |
| 6.1.12.C.14.c | Analyze economic trends, income distribution, labor participation (i.e., employment, the  composition of the work force), and government and consumer debt and their impact on society. |
| 6.1.12.C.14.d | Relate the changing manufacturing, service, science, and technology industries and  educational opportunities to the economy and social dynamics in New Jersey. |
| 6.1.12.D.14.a | Determine the relationship between United States domestic and foreign policies. |
| 6.1.12.D.14.b | Assess the effectiveness of actions taken to address the causes of continuing urban  tensions and violence. |
| 6.1.12.D.14.c | Determine the impact of the changing role of labor unions on the economy, politics, and  employer-employee relationships. |

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| 6.1.12.D.14.d | Evaluate the extent to which women, minorities, individuals with gender preferences, and  individuals with disabilities have met their goals of equality in the workplace, politics, and society |
| 6.1.12.D.14.e | Evaluate the role of religion on cultural and social mores, public opinion, and political  decisions. |
| 6.1.12.D.14.f | Determine the influence of multicultural beliefs, products (i.e., art, food, music, and  literature), and practices in shaping contemporary American culture. |
| 6.1.12.A.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.A.15.b | Determine the effectiveness of the United States in pursuing national interests while also  attempting to address global political, economic, and social problems. |
| 6.1.12.A.15.c | Evaluate the role of diplomacy in developing peaceful relations, alliances, and global  agreements with other nations. |
| 6.1.12.A.15.d | Assess the impact of the arms race and the proliferation of nuclear weapons on world  power, security, and national foreign policy. |
| 6.1.12.A.15.e | Analyze the impact of United States support for the policies and actions of the United  Nations and other international organizations. |
| 6.1.12.A.15.f | Evaluate the effectiveness of United States policies and actions in supporting the  economic and democratic growth of developing nations. |
| 6.1.12.B.15.a | Evaluate the effectiveness of the United States government’s efforts to provide  humanitarian assistance during international natural disasters and times of crises. |
| 6.1.12.C.15.a | Relate the role of America’s dependence on foreign oil to its economy and foreign policy. |
| 6.1.12.C.15.b | Assess economic priorities related to international and domestic needs, as reflected in the  national budget. |
| 6.1.12.D.15.a | Compare United Nations policies and goals (i.e., the International Declaration of Human  Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States. |
| 6.1.12.D.15.b | Compare the perspectives of other nations and the United States regarding United States  foreign policy. |
| 6.1.12.D.15.c | Explain how and why religious tensions and historic differences 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.A.16.a | Determine the impact of media and technology on world politics during this time period. |
| 6.1.12.A.16.b | 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.A.16.c | 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.B.16.a | Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source  of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources. |

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| 6.1.12.C.16.a | Evaluate the economic, political, and social impact of new and emerging technologies on  individuals and nations. |
| 6.1.12.C.16.b | Predict the impact of technology on the global workforce and on entrepreneurship. |
| 6.1.12.C.16.c | Assess the impact of international trade, global business organizations, and overseas  competition on the United States economy and workforce. |
| 6.1.12.D.16.a | Analyze the impact of American culture on other world cultures from multiple  perspectives. |
| 6.1.12.D.16.b | Explain how and why technology is transforming access to education and educational  practices worldwide. |
| 6.1.12.D.16.c | 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 |
| 6.2.12.A.5.d | Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-  Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events. |
| 6.2.12.A.5.e | Assess the progress of human and civil rights around the world since the 1948 U.N.  Declaration of Human Rights. |
| 6.2.12.B.5.a | Determine the impact of geography on decisions made by the Soviet Union and the United  States to expand and protect their spheres of influence. |
| 6.2.12.B.5.b | Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate  the impact of these events on changing national boundaries in Eastern Europe and Asia. |
| 6.2.12.B.5.c | Determine the impact of migration on way of life (e.g., social, economic, and political  structures) in countries of origin and in adopted countries. |
| 6.2.12.C.5.b | Compare and contrast free market capitalism, Western European democratic socialism,  and Soviet communism. |
| 6.2.12.C.5.c | Assess the impact of the international arms race, the space race, and nuclear proliferation  on international politics from multiple perspectives. |
| 6.2.12.D.5.c | Assess the influence of television, the Internet, and other forms of electronic  communication on the creation and diffusion of cultural and political information, worldwide. |
| 6.2.12.D.5.d | Analyze how feminist movements and social conditions have affected the lives of women  in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries. |
| 6.3.12.A.2 | Compare current case studies involving slavery, child labor, or other unfair labor practices  in the United States with those of other nations, and evaluate the extent to which such problems are universal. |
| 6.3.12.C.1 | Participate in a real or simulated hearing about a social issue with a related economic  impact (e.g., growing health care costs, immigration), and justify conclusions after  weighing evidence from multiple experts and stakeholders. |
| 6.3.12.D.1 | Analyze current laws involving individual rights and national security, and evaluate how  the laws might be applied to a current case study that cites a violation of an individual's constitutional rights. |
| 8.1.12.E.1 | Develop a systematic plan of investigation with peers and experts from other countries to  produce an innovative solution to a state, national, or worldwide problem or issue. |
| 9.1.12.A.2 | Participate in online strategy and planning sessions for course-based, school-based, or  outside projects |
| 9.1.12.C.2 | Analyze the common traits of effective state, national, or international leaders. |

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| 9.1.12.C.3 | Explain why some current and/or past world leaders have had a greater impact on people  and society than others, regardless of their countries of origin. | |
| 9.1.12.D.1 | Interpret spoken and written communication within the appropriate cultural context. | |
| 9.2.12.A.10 | Explain the relationship between government programs and services and taxation | |
| 9.2.12.A.11 | Explain how compulsory government programs (e.g., Social Security, Medicare) provide  insurance against some loss of income and benefits to eligible recipients | |
| 9.2.12.C.7 | Explain the rights and responsibilities of buyers and sellers under consumer protection  laws, and discuss common unfair or deceptive business practices. | |
| 9.2.12.D.10 | Compare and contrast the past and present role of government in the financial industry and  in the regulation of financial markets. | |
| 9.2.12.D.11 | Determine the impact of various market events on stock market prices and on other  savings and investments. | |
| 9.2.12.E.4 | Evaluate business practices and their impact on individuals, families, and societies. | |
| RH.11-12.1. | Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. | |
| RH.11-12.2. | Determine the central ideas or information of a primary or secondary source; provide an  accurate summary that makes clear the relationships among the key details and ideas. | |
| RH.11-12.3. | Evaluate various explanations for actions or events and determine which explanation best  accords with textual evidence, acknowledging where the text leaves matters uncertain. | |
| RH.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including analyzing  how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). | |
| RH.11-12.5. | Analyze in detail how a complex primary source is structured, including how key sentences,  paragraphs, and larger portions of the text contribute to the whole. | |
| RH.11-12.6. | Evaluate authors’ differing points of view on the same historical event or issue by assessing  the authors’ claims, reasoning, and evidence | |
| RH.11-12.7. | Integrate and evaluate multiple sources of information presented in diverse formats and  media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. | |
| RH.11-12.8. | Evaluate an author’s premises, claims, and evidence by corroborating or challenging them  with other information. | |
| RH.11-12.9. | Integrate information from diverse sources, both primary and secondary, into a coherent  understanding of an idea or event, noting discrepancies among sources. | |
| RH.11-12.10. | By the end of grade 12, read and comprehend history/social studies texts in the grades 11–  CCR text complexity band independently and proficiently. | |
| **Unit Essential Questions**   * Assess the forces that contributed to end the Cold War and the fall of Communism in the Soviet Union as well as Eastern Europe * Compare and contrast the geopolitical and economic interests that have made the Middle East of strategic importance to the United States. * Historians have called the 20th Century “the American Century.” Propose how current political, economic, social, and cultural challenges will allow the same to be said for the 21st Century. | | **Unit Enduring Understandings**  *Students will understand…*   * How the collapse of communist Europe affected world politics and the world economy. * The impact of increased terrorism in the United States and the world. * The economic, social, and political repercussions of 9- 11. * The changes in the United States and the world after the 9-11 attacks * How to evaluate what the future might hold for the United States by analyzing the events of the 20th century |

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| **Unit Objectives**  *Students will know…*   * How to develop the chronology of terrorism throughout the world in the 20th century. * How to differentiate the changing role of the United States on the world stage.   **Unit Objectives**  *Students will be able to…*   * Demonstrate how the post-Cold War restructuring has impacted on America’s role as the world’s superpower. * Conclude how America’s economic interests influence its foreign policy, in particular, concerning its policies with the Middle East. * Predict foreign policy problems that result from the collapse of the Soviet Union. |

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| **Evidence of Learning** |
| **Formative Assessments**  Observations Questioning  Discussion Exit/Admit Slips Learning/Response Logs Graphic Organizers Peer/Self Assessments Practice Presentations Visual Representations Kinesthetic Assessments Constructive Quizzes  Think Pair Share  Layered Curriculum  Flipped Classroom (Student Based Learning)  As I See It   * Homework * Class work * Teacher observation * Group participation * Notebook assessment * Project presentations * Class discussions * Do Now |
| **Summative Assessments**   * Written tests / quizzes consisting of open-ended, multiple-choice, and essay questions. * Expository Essays / Position Papers * Students will create DBQ and/or DBQ packets * Quarterly or Mid-Term/Final Exams   **Modifications (ELLs, Special Education, Gifted and Talented):**   * Follow all IEP modifications/504 plan * Teacher tutoring * Peer tutoring * Cooperative learning groups * Modified assignments * Differentiated instruction   **Presentation accommodations** allow a student to:   * Listen to audio recordings instead of reading text * Learn content from audio books, movies, videos and digital media instead of reading print versions * Work with fewer items per page or line and/or materials in a larger print size * Have a designated reader * Hear instructions orally * Record a lesson, instead of taking notes * Have another student share class notes with him * Be given an outline of a lesson * Use visual presentations of verbal material, such as word webs and visual organizers * Be given a written list of instructions   **Response accommodations** allow a student to:   * Give responses in a form (oral or written) that’s easier for him * Dictate answers to a scribe * Capture responses on an audio recorder * Use a spelling dictionary or electronic spell-checker * Use a word processor to type notes or give responses in class   **Setting accommodations** allow a student to:   * Work or take a test in a different setting, such as a quiet room with few distractions * Sit where he learns best (for example, near the teacher) * Use special lighting or acoustics * Take a test in small group setting * Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)   **Timing accommodations** allow a student to:   * Take more time to complete a task or a test * Have extra time to process oral information and directions * Take frequent breaks, such as after completing a task   **Scheduling accommodations** allow a student to:   * Take more time to complete a project * Take a test in several timed sessions or over several days * Take sections of a test in a different order * Take a test at a specific time of day   **Organization skills accommodations** allow a student to:   * Use an alarm to help with time management * Mark texts with a highlighter * Have help coordinating assignments in a book or planner * Receive study skills instruction   **Assignment modifications** allow a student to:   * Complete fewer or different homework problems than peers * Write shorter papers * Answer fewer or different test questions * Create alternate projects or assignments   **Curriculum modifications** allow a student to:   * Get graded or assessed using a different standard than the one for classmates   **Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:**   * District textbook example:   + Example- United States History and Geography *McGraw Hill Textbook (Online Digital Textbook)* * Graphic organizers * Supplemental readings * American Heritage Primary Source Library * Internet use   + Example- Library of Congress   + Graphic organizers * Supplemental readings * American Heritage Primary Source Library   **Technology Integration:**   * Kahn Academy * [Crash Course (](http://www.phschool.com/)[Youtube](http://www.google.com/url?q=http%3A%2F%2Fwww.phschool.com%2F&sa=D&sntz=1&usg=AFQjCNE6UxdE7TtnC5dpckJpOIoSr0f-5A) [video)](http://www.phschool.com/) * [graphic novels](http://www.phschool.com/) * [Collaborative documents using Google docs or Wikis](http://www.phschool.com/) * [Podcasts, blogs, webquests, Keynote projects, online journal articles, discussion boards (i.e.: Turn it In and Edmodo)](http://www.phschool.com/) * [TeacherTube](http://www.phschool.com/) * [digital storytelling](http://www.phschool.com/) * [Presentation software: PowerPoint, Prezi,](http://www.phschool.com/) * [QR Codes](http://www.phschool.com/) * [iPads, laptops, Chromebooks](http://www.phschool.com/) * [Projectors, document cameras](http://www.phschool.com/) * [subject specific website (i.e: Today in History, Or This Day in History)](http://www.phschool.com/) |

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| **Teacher Notes:**   * Stress how and why communism collapsed in the Soviet Union. * Emphasize how the War on Terror has changed American politics, society, and economy. * Show video of the fall of the Berlin Wall   **Suggested Activities**  <http://americanhistory.about.com/od/persiangulfwar/Persian_Gulf_Wars.htm> <http://www.historyguy.com/Grenada.html> <http://www.ashbrook.org/publicat/onprin/v4n6/mayer.html> <http://transition.fcc.gov/omd/history/tv/1990-today.html> <http://www.oklahomacitynationalmemorial.org/>  Cicero Database  -Compare maps of post World War II and Today and note the changes.  -Examine the 2000 Presidential Election.  -Debate the merit of the invasion of Iraq  -Congressional simulation of the Clinton impeachment trial.  **Formative Assessments (one or many may be used)**   * Map exercises * Group research and presentations. * Tests: essay, multiple choice, short answer, map. * Creative Writing from points of view * Written and/or oral discussions/debates * Book reports * PowerPoint’s, Web Pages * Current event reports * Exit Tickets   **Summative Assessments (one or many may be used)**   * End of unit / chapter tests. * End of term / semester tests. * Mid-unit quizzes * All evaluations may contain some or all: Multiple choice, true/false, short answer, |