

**Somerville Schools 2018**  
**CURRICULUM MAP WITH SCOPE AND SEQUENCE**

<b>Course: US History II</b>		<b>Subject Area:</b>	
<b>Grade Level: 11</b>		Social Studies	
	<b>Unit 1: The Great Depression (15 Days)</b>	<b>Unit 2: The New Deal (20 days)</b>	<b>Unit 3: Political Philosophies and the Interwar Years (15 Days)</b>
<b>Enduring Understandings</b>	<ol style="list-style-type: none"> <li>1. The foreign and economic policies and actions of the Roaring Twenties contributed to the Great Depression</li> <li>2. The cause of the Stock Market Crash of 1929 was directly caused by key economic indicators that reflected poor confidence in the US economy</li> <li>3. The actions of Hoover’s Administration led to a growing distrust of the government’s role in handling significant economic downturns</li> </ol>	<ol style="list-style-type: none"> <li>1. The goals behind FDR’s New Deal plan centered on the areas of Relief, Recovery and Reform.</li> <li>2. The US government expanded their role and power to ease the damaging effects of Great Depression for families, business &amp; society</li> <li>3. New Deal programs and FDR’s actions were critiqued as a result of higher government spending/debt</li> <li>4. There is debate on the effectiveness of New Deal programs in reviving the economy after the Great Depression</li> </ol>	<ol style="list-style-type: none"> <li>1. The Treaty of Versailles and Great Depression set off a chain of events that destabilized Europe and other pockets around the world politically and economically creating opportunities for the rise of totalitarian dictators.</li> <li>2. Unstable and insecure post-WWI governments provided opportunities for dictators to seize, consolidate and control power</li> <li>3. Propaganda played a central role in shaping public opinion on dictators and their political views and their goals following the Treaty of Versailles and the Great Depression</li> <li>4. The inaction of countries around world allowed foreign dictators and countries to expand economically, politically and militarily</li> </ol>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. What underlying issues and conditions led to the Great Depression?</li> <li>2. What economic conditions led</li> </ol>	<ol style="list-style-type: none"> <li>1. In what ways did President Franklin Roosevelt’s “New Deal” provide relief, recovery, and reform during the Great</li> </ol>	<ol style="list-style-type: none"> <li>1. To what extent was the Treaty of Versailles (and other treaties ) responsible for the failure of the peace of 1919-1935?</li> </ol>

	<p>to the stock market crash of 1929?</p> <p>3. Why were the policies of the Hoover Administration ineffective in dealing with the problems of the Depression?</p>	<p>Depression?</p> <p>2. How did President Roosevelt’s approach to the Great Depression reflect a shift in the government’s role in dealing with economic depressions?</p> <p>3. What were the various criticisms of New Deal policies and President Roosevelt’s actions during the Great Depression?</p> <p>4. Was the New Deal an effective remedy to the various problems of Great Depression?</p>	<p>2. What were the primary causes of the rise in dictatorships and totalitarian rule after WWI?</p> <p>3. How does competition for natural resources affect nations and create potential conflict in the future?</p> <p>4. In what ways and to what extent did propaganda influence society’s view of dictators and extremist political ideas during this time?</p> <p>5. How did the role of appeasement, isolationism and domestic distractions contribute to the aggressive actions of dictators prior to WWII?</p>
<b>Content Knowledge</b>	<p>K1: what government policies contributed to the downturn in economic activity</p> <p>K2: how the crash of the stock market set off a chain of economic events that ultimately led to the Great Depression</p> <p>K3: how the government’s response to the economic crisis was viewed by society, small/large business, rich/poor, Main St/Wall St</p> <p>K4: how the economic depression in the US led to a further deterioration of the global economy in the early 1930s</p>	<p>K1: the arguments regarding the role of the federal government during the New Deal era according to the two major economic ideologies.</p> <p>K2: the impact &amp; efficacy of the New Deal programs in dealing in areas of relief, recovery and reform</p> <p>K3: the contributions of minorities and women in dealing with economic troubles through New Deal legislation</p> <p>K4: the effects of New Deal programs in New Jersey in the areas of public works and arts</p>	<p>K1: Identify the weaknesses in Post-WWI agreements and their effect on unstable countries</p> <p>K2: the emergent political philosophies, dictators and countries involved that promoted extreme ideologies</p> <p>K3: the geographic factors that led to the expansionist agenda of dictators and aggressive powers at this time</p> <p>K4: the response of global powers to the actions of aggressive dictators prior to WWII</p>
<b>Major Skills</b>	<p>S1: Examining and interpreting economic information/data to identify weaknesses in the US economy as a result of government policy</p>	<p>S1: Evaluating the differing opinions in dealing with economic struggles and the pros/cons behind each approach</p> <p>S2: Examining and interpreting</p>	<p>S1: Evaluating the efficacy of Post-WWI agreements in promoting peace, stability and economic opportunity</p> <p>S2: Researching, comparing and</p>

	<p>S2: Researching &amp; presenting economic philosophies to address downturns in economic activity</p> <p>S3: Comparing and contrasting the impact of the Great Depression on the various levels of society</p> <p>S4: Analyzing primary sources from the era to explore how this event transformed the role of government in times of economic struggle</p>	<p>economic information/data to identify the effects of New Deal policy as a result of the Great Depression</p> <p>S3: Researching and presenting the involvement of minorities and women in dealing with an economic crisis</p> <p>S4: Investigating the New Deal programs in New Jersey and their impact on local communities</p>	<p>contrasting the various political philosophies, dictators and their respective goals for their countries prior to WWII</p> <p>S3: Utilizing geographic resources to examine the actions of dictators</p> <p>S4: Determine the appropriateness and effectiveness of the global response to the actions of dictators around the world</p>
<b>Performance Based Assessments</b>	<ol style="list-style-type: none"> <li>1. Great Depression Simulation -</li> <li>2. Great Depression Informational Article -</li> <li>3. Great Depression Skits -</li> <li>4. Great Depression Culture Analysis</li> </ol> <p>Do now/journal questions</p> <p>Primary source analysis questions</p> <p>Mini-DBQ Activity</p> <p>Webquest</p> <p>Quiz</p> <p>Class/Online Simulations</p> <p>Review game (KAHOOT, Quizlet, etc.)</p> <p>Test</p>	<p>New Deal in NJ - Webquest</p> <p>New Deal Political Cartoon Analysis</p> <p>New Deal Controversies Silent Debate</p> <p>New Deal - Impact on Minorities</p> <p>Do now/journal questions</p> <p>Primary source analysis questions</p> <p>Mini-DBQ Activity</p> <p>Webquest</p> <p>Silent Debates</p> <p>Research Project</p> <p>Quiz</p> <p>Class/Online Simulations</p> <p>Review game (KAHOOT, Quizlet, etc.)</p> <p>Test</p>	<p>Interwar Years Graphic Organizer</p> <p>Nazi Germany Propaganda Webquest</p> <p>Interwar Year Picture Book Assignment</p> <p>Do now/journal questions</p> <p>Primary source analysis questions</p> <p>Mini-DBQ Activity</p> <p>Webquest</p> <p>Silent Debates</p> <p>Research Project</p> <p>Quiz</p> <p>Class/Online Simulations</p> <p>Review game (KAHOOT, Quizlet, etc.)</p> <p>Test</p>
<b>Digital Platforms</b>	<p>National Archives</p> <p>Newsela</p> <p>DBQ Online</p>	<p>National Archives</p> <p>Newsela</p> <p>DBQ Online</p>	<p>National Archives</p> <p>Newsela</p> <p>DBQ Online</p>
<b>Sources: Instructional Materials</b>	<ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Pens</li> <li>• Pencils</li> <li>• Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Pens</li> <li>• Pencils</li> <li>• Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Pens</li> <li>• Pencils</li> <li>• Paper</li> </ul>

	<ul style="list-style-type: none"> <li>• Anchor Charts</li> <li>• SMARTboard</li> <li>• Teacher Laptop</li> <li>• <a href="#">Modifications</a></li> </ul> <p><a href="#">SEL Competencies</a></p>	<ul style="list-style-type: none"> <li>• Anchor Charts</li> <li>• SMARTboard</li> <li>• Teacher Laptop</li> <li>• <a href="#">Modifications</a></li> </ul> <p><a href="#">SEL Competencies</a></p>	<ul style="list-style-type: none"> <li>• Anchor Charts</li> <li>• SMARTboard</li> <li>• Teacher Laptop</li> <li>• <a href="#">Modifications</a></li> </ul> <p><a href="#">SEL Competencies</a></p>
<b>NJSLS Standards</b>	<p>Priority Standards:</p> <p>6.1.12.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression.</p> <p>6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.</p> <p>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.</p> <p>6.1.12.C.9.b Explain how economic indicators (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit) are used to evaluate the health of the economy.</p> <p>6.1.12.C.9.c Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).</p> <p>6.1.12.C.9.d Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.</p>	<p>Priority Standards:</p> <p>6.1.12.A.10.a Evaluate the arguments regarding the role of the federal government during the New Deal era.</p> <p>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</p> <p>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</p> <p>6.1.12.B.10.a Assess the effectiveness of New Deal programs designed to protect the environment.</p> <p>6.1.12.C.10.a Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression</p> <p>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</p> <p>6.1.12.D.10.c Explain how key individuals, including minorities and women (i.e., Mary McLeod Bethune,</p>	<p>Priority Standards:</p> <p>6.1.12.A.11.a Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg- Briand Pact) in preventing international disputes.</p> <p>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.</p> <p>6.1.12.D.10.a Analyze how other nations responded to the Great Depression</p> <p>Support Standards:</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>

	<p>6.1.12.D.9.a Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.</p> <p>6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.</p> <p>Support Standards:  RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.  RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.  RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  RI.11-12.7. Integrate and evaluate</p>	<p>Frances Perkins, and Eleanor Roosevelt), shaped the core ideologies and policies of the New Deal.</p> <p>6.1.12.D.10.d Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.</p> <p>Support Standards:  RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.  RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.  RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  RI.11-12.7. Integrate and evaluate multiple sources of information</p>	<p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate</p>
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	<p>multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate</p>	<p>presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of</p>	<p>to task, purpose, and audience.</p> <p>8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.</p> <p>8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.</p> <p>8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p> <p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>9.2.12.C.3 Identify transferable career skills and design alternate career plans</p> <p>CRP Standards:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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	<p>information presented in diverse media and formats, including visually, quantitatively, and orally.        NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>8.1.12.D.4 Research and understand the positive and negative impact of one’s digital footprint.        8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.        8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.        9.2.12.C.1 Review career goals and determine steps necessary for attainment.        9.2.12.C.3 Identify transferable career skills and design alternate career plans</p> <p>CRP Standards:        CRP1. Act as a responsible and contributing citizen and employee.        CRP2. Apply appropriate academic and technical skills.</p>	<p>reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>8.1.12.D.4 Research and understand the positive and negative impact of one’s digital footprint.        8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.        8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.        9.2.12.C.1 Review career goals and determine steps necessary for attainment.        9.2.12.C.3 Identify transferable career skills and design alternate career plans</p> <p>CRP Standards:        CRP1. Act as a responsible and contributing citizen and employee.        CRP2. Apply appropriate academic and technical skills.        CRP4. Communicate clearly and effectively and with reason.        CRP11. Use technology to enhance productivity.        CRP12. Work productively in teams while using cultural global</p>	
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<b>Course:</b>	US History II	<b>Subject Area:</b>	Social Studies	<b>Grade Level: 11</b>
	<b>Unit 4: World War II (25 Days)</b>	<b>Unit 5: The Cold War (20 Days)</b>	<b>Unit 6: The Civil Rights Movement (20 Days)</b>	
<b>Enduring Understandings</b>	<ol style="list-style-type: none"> <li>1. Alliances and aggressive actions by totalitarian dictators plunged the world into yet another global conflict.</li> <li>2. Core reasons behind the US' involvement in the war, their military strategies in Europe/Pacific and the impact on society on various levels</li> <li>3. Technology played an integral role that impacted both warfare and civilian life</li> <li>4. Human rights &amp; civil liberties became a controversial issue during and after the war (Holocaust, Japanese internment, Alien &amp; Sedition Acts)</li> </ol>	<ol style="list-style-type: none"> <li>1. Unresolved issues at the end of WWII led to the Cold War, the evolution of nuclear weapons and increased interest/competition in the areas technology</li> <li>2. The US foreign policy during the Cold War led to several wars that changed our country forever.</li> <li>3. In Asia, the Cold War flared into actual wars supported mainly by the two main superpowers.</li> <li>4. The superpowers supported opposing sides in Latin American and Middle Eastern conflicts.</li> <li>5. The fear of communism can be compared to today's fear of terrorism.</li> <li>6. The impact of the Cold War, consumerism, mass culture and family life to American society</li> </ol>	<ol style="list-style-type: none"> <li>1. Various factors contributed to the renewed interest in Civil Rights</li> <li>2. Methods of nonviolence led by key individuals in the past influenced Civil Rights leaders and organizations</li> <li>3. Citizens play a key role in social and political change and individuals &amp; organizations have power within the government to reach outlined common goals of societal change.</li> <li>4. Civil Rights continues to be a significant issue in the American landscape in areas of race, gender, sexual orientation, etc.</li> </ol>	

<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. How does global conflict shape alliances and contribute to a nation’s identity?</li> <li>2. Why did the US enter WWII and how did the course of the war impact America and its citizens (economy, homefront, etc.)?</li> <li>3. What role did technology play in determining the outcome of World War II?</li> <li>4. To what extent were the concepts of justice and human rights violated during this time period?</li> </ol>	<ol style="list-style-type: none"> <li>1. What factors contributed to the ideological, political and economic differences of the Cold War?</li> <li>2. Can an ideological war become more dangerous than a physical war?</li> <li>3. Were nuclear weapon development necessary to compete during the Cold War?</li> <li>4. Did containment do more harm than good to the US’ attempt to limit the spread of communism?</li> <li>5. How were the roots of the Korean War deeply connected to the Cold War?</li> <li>6. How does the Red Scare compare to the fear of foreign terrorism threatening the United States in the past &amp; today?</li> </ol>	<ol style="list-style-type: none"> <li>1. How did the struggle for equality affect life in the United States?</li> <li>2. What gains did the Civil Rights movement make in desegregating schools and public places in the mid-20th century?</li> <li>3. Why did civil rights activists select nonviolence as a way to pursue equal rights? Why were nonviolent strategies often successful?</li> <li>4. In what ways did the civil rights movement evolve in the late 1960s and early 1970s?</li> <li>5. What was the overall impact of the civil rights movement and what connections can we make today’s issues on this topic?</li> <li>6. What inequalities continue to exist and what work remains to be done in the effort to create a just and equitable society?</li> </ol>
<p><b>Content Knowledge</b></p>	<p>K1: Using blitzkrieg and other methods, Germany overran much of Europe and North Africa  K2: Japan attacked Pearl Harbor in Hawaii and brought the United States into World War II.  K3: Led by the United States, Great Britain, and the Soviet Union, the Allies scored key victories in Europe and the Pacific and won the war.  K4: the role New Jersey played in World War II (e.g., defense industries, military installations, prominent citizens)  K5: Hitler’s Nazis killed six million Jews and</p>	<p>K1: the core differences between the two superpowers during the post-WWII era  K2: US economic &amp; foreign policy guidelines during the Cold War as it relates to nuclear weapons, the Space Race, economic aid in post war Europe, China, the Korean peninsula, Latin America and the Middle East  K3: the efforts to eliminate communism at home (McCarthyism, Rosenberg Trial) and the significant effects on society  K4: the culture of the 1950s as it relates to media, consumerism, family life, role of minorities</p>	<p>K1: the reasons behind the revitalized movement for civil rights in the US dating back prior to Reconstruction  K2: the impact of segregation &amp; discrimination in public spaces and responses of organizations to correct the injustice  K3: efforts and differences of Civil Rights leaders &amp; organizations  K3: the various conflicts associated with civil rights, roadblocks and leaders, organizations and methods used to seek equality and fair treatment under the law</p>

	<p>five million other “non-Aryans.” The violence against Jews during the Holocaust led to the founding of Israel after World War II.</p> <p>K6: World War II cost millions of human lives and billions of dollars in damages. It left Europe and Japan in ruins</p>		<p>K4: Civil Rights legislation, their impact and limits as it relates to attaining true equality</p>
<b>Major Skills</b>	<p>S1: analyzing war strategies in the European and Pacific Theaters, including geography, weaponry, and global alliances</p> <p>S2: examining the effects of the bombing of Pearl Harbor and how a single event can sway public opinion and unite the country in a common goal</p> <p>S3: relating advances in technology that impacted war’s outcome and civilians around the world</p> <p>S4: researching the denial of civil liberties in wartime America and the steps &amp; impact of the Holocaust on the global society</p> <p>S5: determining the global response to the Holocaust and its victims, survivors, and bystanders</p> <p>S6: debating the merits of the use of atomic weapons to end the war</p> <p>S7: explain reasons for the creation of international organizations at the end of World War II</p>	<p>S1: comparing and contrasting the differences between the United States and the Soviet Union leading to a global competition</p> <p>S2: examining the specific events of the Cold War and how each escalated the divide between the two superpowers</p> <p>S3: employ technology to research scientific advances that influenced economic growth and stability in the 1950s (e.g., the Space Race, agricultural innovations)</p> <p>S4: Connecting the effects of the Cold War/Red Scare to current issues faced by American society</p> <p>S5: presenting the core elements of 1950s culture through a prepared skit using technology resources</p>	<p>S1: determine reasons for demographic shifts and economic and environmental issues in the 1950s and 1960s</p> <p>S2: research reasons for the Civil Rights movement (e.g., postwar equality, poverty, educational opportunities)</p> <p>S3: differentiate among civil rights organizations, leaders, and philosophies (e.g., Black Panthers, NOW, La Raza, Martin Luther King, Jr., Huey Newton)</p> <p>S4: evaluate the successes and failures of the movement to determine its effectiveness in reaching its goal of equality in the short and long term</p> <p>S5: analyze the social and cultural changes in the 1950s and early 1960s (e.g., women in the workforce, suburban life, conformity, the seeds of the counterculture)</p> <p>S6: reflect on current civil rights issues in post 9/11 America</p>
<b>Performance Based Assessments</b>	<p>D-Day Weather Challenge</p> <p>Japanese Internment Webquest</p> <p>Atomic Bomb DBQ Essay</p> <p>WWII Propaganda Posters</p> <p>Holocaust Primary Source Rotations</p> <p>Holocaust Webquest</p> <p>Do now/journal questions</p>	<p>Eisenhower Inaugural Address Primary Source Analysis</p> <p>North Korea Today - Periodical assignment</p> <p>1950s Sitcom Project</p> <p>1950s Webquest</p> <p>CIA Cold War Research Assignment</p> <p>Do now/journal questions</p>	<p>Dr. King Primary Source Analysis</p> <p>Civil Rights Music Analysis</p> <p>Malcolm X/MLK Jr. DBQ/Dialogue Project</p> <p>Do now/journal questions</p> <p>Primary source analysis questions</p> <p>Mini-DBQ Activity</p>

	<p>Primary source analysis questions  Mini-DBQ Activity  Silent Debates  Research Project  Quiz  Class/Online Simulations  Review game (KAHOOT, Quizlet, etc.)  Test</p>	<p>Primary source analysis questions  Mini-DBQ Activity  Silent Debates  Research Project  Quiz  Class/Online Simulations  Review game (KAHOOT, Quizlet, etc.)  Test</p>	<p>Silent Debates  Research Project  Quiz  Class/Online Simulations  Review game (KAHOOT, Quizlet, etc.)  Test</p>
<b>Digital Platforms</b>	<p>National Archives  Newsela  DBQ Online</p>	<p>National Archives  Newsela  DBQ Online</p>	<p>National Archives  Newsela  DBQ Online</p>
<b>Sources: Instructional Materials</b>	<ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Pens</li> <li>• Pencils</li> <li>• Paper</li> <li>• Anchor Charts</li> <li>• SMARTboard</li> <li>• Teacher Laptop</li> <li>• <a href="#">Modifications</a></li> </ul> <p><a href="#">SEL Competencies</a></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Pens</li> <li>• Pencils</li> <li>• Paper</li> <li>• Anchor Charts</li> <li>• SMARTboard</li> <li>• Teacher Laptop</li> <li>• <a href="#">Modifications</a></li> </ul> <p><a href="#">SEL Competencies</a></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Pens</li> <li>• Pencils</li> <li>• Paper</li> <li>• Anchor Charts</li> <li>• SMARTboard</li> <li>• Teacher Laptop</li> <li>• <a href="#">Modifications</a></li> </ul> <p><a href="#">SEL Competencies</a></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>NJSLS Standards</b>	<p>Priority Standards:  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.B.11.a Explain the role that geography played in the development of military strategies and weaponry in World War II.</p>	<p>Priority Standards:  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</p>	<p>Priority Standards:  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</p>

	<p>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.</p> <p>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.</p> <p>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.</p> <p>6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust</p> <p>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.</p> <p>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.</p> <p>6.1.12.A.11.d Analyze the decision to use the atomic bomb and the consequences of doing so.</p> <p>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.</p>	<p>to United States military intervention in the Korean War, the Vietnam War, and other conflicts.</p> <p>6.1.12.A.12.c Explain how the Arab-Israeli conflict influenced American foreign policy.</p> <p>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.</p> <p>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.</p> <p>6.1.12.C.12.b Assess the impact of agricultural innovation on the world economy.</p> <p>6.1.12.C.12.c Analyze how scientific advancements impacted the national and global economies and daily life.</p> <p>6.1.12.C.12.d Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.</p> <p>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.</p> <p>6.1.12.D.12.b Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.</p> <p>6.1.12.D.12.c Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.</p> <p>Support Standards: RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via</p>	<p>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.</p> <p>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.</p> <p>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</p> <p>6.1.12.B.13.b Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.</p> <p>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.</p> <p>6.1.12.C.13.b Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.</p> <p>6.1.12.C.13.c Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).</p> <p>6.1.12.C.13.d Relate American economic expansion after World War II to increased consumer demand.</p>
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	<p>Support Standards:</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> <p>NJSLSA.W1. Write arguments to support</p>	<p>discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p>	<p>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.</p> <p>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.</p> <p>6.1.12.D.13.c Analyze the successes and failures of women’s rights organizations, the American 31 Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.</p> <p>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.</p> <p>6.1.12.D.13.e Explain why the Peace Corps was created and how its role has evolved over time.</p> <p>6.1.12.D.13.f Relate the changing role of women in the labor force to changes in family structure</p> <p>8.1.12.D.4 Research and understand the positive and negative impact of one’s digital footprint.</p> <p>8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning,</p>
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	<p>claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.</p> <p>8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.</p> <p>8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p> <p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>9.2.12.C.3 Identify transferable career skills and design alternate career plans</p>	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.</p> <p>8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.</p> <p>8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p> <p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>9.2.12.C.3 Identify transferable career skills and design alternate career plans</p> <p>CRP Standards: CRP1. Act as a responsible and</p>	<p>and career needs.</p> <p>Support Standards:</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to</p>
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	<p>CRP Standards:  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP11. Use technology to enhance productivity.  CRP12. Work productively in teams while using cultural global competence.</p>	<p>contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP11. Use technology to enhance productivity.  CRP12. Work productively in teams while using cultural global competence.</p>	<p>U.S. and/or global history.  NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence  NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.  9.2.12.C.1 Review career goals and determine steps necessary for attainment.  9.2.12.C.3 Identify transferable career skills and design alternate career plans</p> <p>CRP Standards:  CRP1. Act as a responsible and contributing citizen and employee.</p>
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			<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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<b>Course:</b> US History		<b>Subject Area:</b> Social Studies		<b>Grade Level: 11</b>	
	<b>Unit 7: Kennedy and Johnson/Foreign and Domestic Policy (20 days)</b>	<b>Unit 8: The Vietnam War (20 days)</b>	<b>Unit 9: Nixon/Foreign and Domestic Policy Watergate (15 days)</b>		
<b>Enduring Understandings</b>	<ol style="list-style-type: none"> <li>1. The impact of media in the area of politics and elections</li> <li>2. New approaches and policies at home and in the Cold War as compared to prior administrations</li> <li>3. Significant social &amp; economic changes occurred in the United States during this time as a result of legislation and court interpretations</li> </ol>	<ol style="list-style-type: none"> <li>1. The history of colonialism and imperialism in Vietnam greatly impacted the Vietnamese perspective on outside influences</li> <li>2. The core reasons behind US involvement in Vietnam and the rationale used to escalate American presence in the region</li> <li>3. US attempts to contain communism in Vietnam and surrounding areas proved to be difficult on the ground and at home as progress for the war, as depicted through media,</li> </ol>	<ol style="list-style-type: none"> <li>1. President Nixon altered the US government's strategy to the Cold War via a flexible, pragmatic approach vs. ideological absolutes</li> <li>2. Nixon sought to expand the government's role specifically in areas of the economy, environment, worker safety and poverty</li> <li>3. Economic struggles at home and abroad influenced government's actions to regulate and promote growth</li> <li>4. The events that led to President Nixon's resignation greatly impacted the office of the</li> </ol>		

		<p>varied from the reports of the military and government</p> <ol style="list-style-type: none"> <li>Rising protests created social divisions at home along with a distrust of the US government's decision to get involved in Vietnam</li> <li>The effects of the Vietnam War are still very apparent today on a variety of levels (veterans, foreign policy, military involvement, etc.).</li> </ol>	<p>president and public's view of the position</p>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>In what ways did President Kennedy change the political landscape of the United States both domestically and internationally?</li> <li>To what extent were the goals of President Kennedy achieved in the New Frontier?</li> <li>How did President Johnson's domestic policy of the Great Society contribute to a better life for most Americans?</li> </ol>	<ol style="list-style-type: none"> <li>How did the US confront communism in East Asia after the Korean War?</li> <li>What factors contributed to widespread US involvement in Vietnam, both before and during the conflict?</li> <li>Describe the cause and effect of America's growing involvement in the Vietnam War.</li> <li>How did the American war effort in Vietnam lead to rising protests and social divisions back home?</li> <li>What were the lasting effects of the Vietnam War at home and abroad?</li> </ol>	<ol style="list-style-type: none"> <li>How did President Nixon reshape Cold War policy and demonstrate a new perspective in the US' view of communism?</li> <li>Describe Nixon's domestic approach in tackling the issues at home as it relates to government's role in the economy and civil rights.</li> <li>Do the negative effects of the Watergate scandal truly deserve to overshadow the positive foreign policy accomplishments of Richard Nixon?</li> <li>Was the Watergate scandal a sign of strength or weakness in the United States system of government?</li> </ol>
<b>Content Knowledge</b>	K1: The importance of television media in shaping public opinion in the area of	K1: the origins of the Vietnam War and how the US increased its involvement	K1: how President Nixon redefined American foreign policy specifically in the areas of communism, the Soviet

	<p>elections and politics</p> <p>K2: The change in Cold War philosophy and approach to creating economic/social prosperity in various pockets around the world</p> <p>K3: The impact of Kennedy's decisions as it pertains to Cuba and the Missile Crisis</p> <p>K4: Kennedy and Johnson's domestic policies in the areas of economy, civil rights, education, health care, technology &amp; poverty</p> <p>K5: The US Supreme Court's willingness to take a lead on controversial topics, specifically in the areas of social reform, religious rights and political issues</p>	<p>in Vietnam as a result of the threat of communism</p> <p>K2: the nature of the war in Vietnam and the difficulties faced by both sides in the areas of weapons, military strategy</p> <p>K3: the effects of low morale on the US military and on the home front</p> <p>K4: the divisions within American society as a result of the US involvement in the Vietnam War</p> <p>K5: the factors that influenced the 1968 presidential election</p> <p>K6: Nixon's new approach to the war and the reason behind the continued protests</p> <p>K7: the agreements behind the Paris Peace Accords and why South Vietnam eventually fell to the communists</p>	<p>Union and China</p> <p>K2: Nixon's views toward the role of government in people's lives, the environment and poverty</p> <p>K3: the struggles of the post-Vietnam economy and pressures and impact of foreign oil on the US economy</p> <p>K4: how the Watergate scandal brought down President Nixon and the reforms created to mitigate these actions in the future</p>
<p><b>Major Skills</b></p>	<p>S1: determining the impact of new forms of media on the political landscape through analysis and debate</p> <p>S2: differentiating Cold War policy between presidential administrations and the evaluating the impact of these decisions in the short and long term</p> <p>S3: Relate Kennedy's actions in Cuba to the integral decisions of past and current presidential administrations</p> <p>S4: Summarizing the core details of the domestic policies of both Kennedy and Johnson</p> <p>S5: Analyzing the impact of the</p>	<p>S1: Summarizing the history of Vietnam and arguing the merits of the US government's decision to increase its involvement in Vietnam</p> <p>S2: Interpreting the course of the war through primary sources from the lens of various perspectives to illustrate the growing divide and low morale of troops and society</p> <p>S3: Assessing the impact of the Vietnam War and other events on the outcome of the 1968 Presidential election</p> <p>S4: Debate the arguments of the</p>	<p>S1: Distinguishing the differences in foreign policy during the Cold War era amongst presidential administrations</p> <p>S2: Comparing and contrasting the various philosophies &amp; actions of political parties as it pertains to the role of government in people's lives</p> <p>S3: Estimating and evaluating the negative impact of the post-war economy and foreign oil embargo on the Nixon Administration</p> <p>S4: Determining the negative effects of the Watergate scandal, the government's response and the legacy of the Nixon presidency</p>

	Supreme Court's decisions as it relates to topics of controversy in social, religious and political issues	hawks and doves as it relates to US involvement and escalation in Vietnam S5: Comparing and contrasting Vietnam War policies between the different presidential administrations S6: Evaluating the impact of the Paris Peace Accords in Southeast Asia and the changing policies of the US government as a result of the Vietnam War	
<b>Performance Based Assessments</b>	Cuban Missile Crisis Warren Court Comic Strip Project Silent Debate - Federal Minimum Wage Legislation 1960s Election: Television's Defining Moment Do now/journal questions Primary source analysis questions Mini-DBQ Activity Silent Debates Research Project Quiz Class/Online Simulations Review game (KAHOOT, Quizlet, etc.) Test	Vietnam War - Early Stages Primary Source Analysis Exercise Hawk/Dove Class Debate Vietnam Music Analysis Vietnam Song Project Do now/journal questions Primary source analysis questions Mini-DBQ Activity Silent Debates Research Project Quiz Class/Online Simulations Review game (KAHOOT, Quizlet, etc.) Test	Nixon's Legacy Video Summary and Reflection  Do now/journal questions Primary source analysis questions Mini-DBQ Activity Silent Debates Research Project Quiz Class/Online Simulations Review game (KAHOOT, Quizlet, etc.) Test
<b>Digital Platforms</b>	National Archives Newsela DBQ Online	National Archives Newsela DBQ Online	National Archives Newsela DBQ Online
<b>Sources: Instructional Materials</b>	<ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Pens</li> <li>• Pencils</li> </ul>	<ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Pens</li> <li>• Pencils</li> </ul>	<ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Pens</li> <li>• Pencils</li> </ul>

	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Anchor Charts</li> <li>• SMARTboard</li> <li>• Teacher Laptop</li> <li>• <a href="#">Modifications</a></li> </ul> <p><a href="#">SEL Competencies</a></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Anchor Charts</li> <li>• SMARTboard</li> <li>• Teacher Laptop</li> <li>• <a href="#">Modifications</a></li> </ul> <p><a href="#">SEL Competencies</a></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Anchor Charts</li> <li>• SMARTboard</li> <li>• Teacher Laptop</li> <li>• <a href="#">Modifications</a></li> </ul> <p><a href="#">SEL Competencies</a></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>NJSLS Standards</b></p>	<p>Priority Standards:</p> <p>6.1.12.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Priority Standards:</p> <p>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.</p> <p>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.</p> <p>6.1.12.A.15.c Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.</p> <p>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.</p> <p>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.</p> <p>6.1.12.C.15.b Assess economic priorities related to international and</p>	<p>Priority Standards:</p> <p>6.1.12.A.14.a Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6.1.12.A.15.c Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.</p> <p>6.1.12.A.15.f Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing</p>

	<p>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</p> <p>6.1.12.D.14.a Determine the relationship between United States domestic and foreign policies.</p> <p>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.</p> <p>6.1.12.A.15.c Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations</p> <p>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.</p> <p>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.</p> <p>6.1.12.D.15.b Compare the perspectives of other nations and the United States regarding United States foreign policy.</p> <p>6.1.12.C.15.b Assess economic priorities related to international and domestic needs, as reflected in the national budget.</p>	<p>domestic needs, as reflected in the national budget.</p> <p>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.</p> <p>6.1.12.D.15.b Compare the perspectives of other nations and the United States regarding United States foreign policy</p> <p>6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society</p> <p>Support Standards:  RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.  RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.  RI.11-12.3. Analyze a complex set of ideas or sequence of events and</p>	<p>nations.</p> <p>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.</p> <p>6.1.12.C.15.b Assess economic priorities related to international and domestic needs, as reflected in the national budget</p> <p>6.1.12.D.15.b Compare the perspectives of other nations and the United States regarding United States foreign policy.</p> <p>6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.</p> <p>6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations</p> <p>6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.</p> <p>Support Standards:  RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.  RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p>
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	<p>political, social and economic concerns has drastically impacted and changed the way of life for all Americans in the 21st Century</p> <p>3. Citizens must fully and actively participate in democratic process to become a responsible citizen in a global society</p>		
<b>Essential Questions</b>	<p>1. How did social and economic issues shape the post-Communist world?</p> <p>2. In what ways has life in the United States changed in the 21st century?</p> <p>3. What must all citizens do to protect their rights and fulfill their responsibilities?</p>		
<b>Content Knowledge</b>	<p>K1: the events that led to the demise of communism in Eastern Europe and in various pockets around the world.</p> <p>K2: how the US government tackles contemporary issues in the areas of immigration, welfare, economy, minorities, technology, foreign policy, labor and the impact of each concern on the United States and its people, allies and adversaries</p>		
<b>Major Skills</b>	<p>S1: investigate the events leading to the collapse of Communism in Eastern Europe</p> <p>S2: assess the ways in which immigration and migration patterns impacted social and economic reforms in New Jersey and the United States</p> <p>S3: analyze the efficacy of government</p>		

	<p>policies regarding social and economic change (e.g., immigration policies, urbanization policies, welfare reform) and compare and contrast government monetary policies (e.g., supply side economics, free market, planned economy)</p> <p>S4: determine the causes of a resurgence of conservatism in the United States (e.g., changing role of labor unions, religion, equality issues, employer/employee relations, A Nation at Risk)</p> <p>S5: discuss the goals, achievements, and equality of minorities in current America</p> <p>S6: collaborate to present multicultural influences on contemporary American society using technology and determine how globalization has impacted diplomacy, national security, economics, and international agreements</p> <p>S7: research current international agreements and organizations, including relief organizations</p> <p>S8: analyze the effects of international terrorist acts on efforts to spread democracy</p> <p>assess the role of foreign oil on the global economy and policies of the United States</p> <p>S9: explain the impact of media and technology on world politics in a multimedia presentation</p> <p>S10: discuss current social issues that affect youth in America</p> <p>S11: research varying viewpoints regarding a chosen social issue</p>		

<b>Performance Based Assessments</b>	Decades Group Research Project End of Year Review Project  Do now/journal questions Primary source analysis questions Mini-DBQ Activity Silent Debates Research Project Quiz Class/Online Simulations Review game (KAHOOT, Quizlet, etc.) Test		
<b>Digital Platforms</b>	National Archives Newsela DBQ Online		
<b>Sources: Instructional Materials</b>	<ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Pens</li> <li>• Pencils</li> <li>• Paper</li> <li>• Anchor Charts</li> <li>• SMARTboard</li> <li>• Teacher Laptop</li> <li>• <a href="#">Modifications</a></li> </ul> <a href="#">SEL Competencies</a> <ul style="list-style-type: none"> <li>•</li> </ul>		
<b>NJSLS Standards</b>	Priority Standards: 6.1.12.A.14.a Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times. 6.1.12.A.14.b Analyze how the Supreme Court has interpreted the Constitution to		

	<p>define the rights of the individual, and evaluate the impact on public policies.</p> <p>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.</p> <p>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.</p> <p>6.1.12.A.14.e Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.</p> <p>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.</p> <p>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).</p> <p>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</p> <p>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</p> <p>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</p>		
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	<p>States. 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.B.14.d Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6.1.12.D.14.a Determine the relationship between United States domestic and foreign policies.</p> <p>6.1.12.D.14.b Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.</p> <p>6.1.12.D.14.c Determine the impact of the changing role of labor unions on the economy, politics, and employer-</p>		
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	<p>employee relationships.</p> <p>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.</p> <p>6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6.1.12.A.15.c Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.</p> <p>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.</p> <p>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.</p> <p>6.1.12.A.15.f Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of</p>		
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	<p>developing nations</p> <p>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.</p> <p>6.1.12.C.15.a Relate the role of America's dependence on foreign oil to its economy and foreign policy.</p> <p>6.1.12.C.15.b Assess economic priorities related to international and domestic needs, as reflected in the national budget</p> <p>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.</p> <p>6.1.12.D.15.b Compare the perspectives of other nations and the United States regarding United States foreign policy.</p> <p>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.</p> <p>6.1.12.D.15.d Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.</p> <p>6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.</p> <p>6.1.12.A.16.b Analyze government efforts</p>		
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	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.</p> <p>6.1.12.D.16.b Explain how and why technology is transforming access to education and educational practices worldwide.</p> <p>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</p>		
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	<p>society.</p> <p>6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).</p> <p>6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.</p> <p>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.</p> <p>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.</p> <p>6.3.12.B.1 Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations</p> <p>6.3.12.C.1 Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and</p>		
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	<p>develop a plan of action.</p> <p>6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.</p> <p>6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</p> <p>Support Standards:</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a</p>		
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	<p>problem.</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.</p> <p>8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.</p> <p>8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies</p>		
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	<p>and their impact on educational, career, personal and or social needs.</p> <p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>9.2.12.C.3 Identify transferable career skills and design alternate career plans</p> <p>CRP Standards:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>		
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