



Social Studies Department
 Elective Course: History Through Film

Developed by: Mr. Robert Porrino and Mr. Joseph Dwyer

Last Updated: September 2020

Scope and Sequence

Month	Instructional Unit
Unit 1	Introduction to Historiography and Film
Unit 2	Birth of a Nation
Unit 3	Making Modern America <ul style="list-style-type: none"> ● Immigration ● Industrialization ● Progressive Reform
Unit 4	Boom to Bust <ul style="list-style-type: none"> ● Great Depression ● New Deal
Unit 5	America At War <ul style="list-style-type: none"> ● World War I ● World War II ● Return to from War ● 50s culture
Unit 6	Cold War <ul style="list-style-type: none"> ● Origins of the Cold War ● Arms Race ● Space Race ● Cold War at Home ● End of the Cold War
Unit 7	Civil Unrest Present Day <ul style="list-style-type: none"> ● Women’s Rights ● LGBTQ Rights ● Civil Rights

	<ul style="list-style-type: none"> • Present Day - Police Brutality, Social injustice, Equality
Unit 8	<p>War on Terror</p> <ul style="list-style-type: none"> • Evolution of the War on Terror <p>List the Unit Name with a bookmark to the page on this document (below) where the unit begins</p>

Unit 1
Introduction to Historiography and Film
Summary and Rationale
<p>The American film industry has great influence on how the history and culture of the United States is viewed both at home and abroad. Films probably have a larger impact on our perception of our past and our culture than any other medium. Yet movies are very different from a history textbook or a newspaper. Movies are a strange combination of individual artistic vision and marketplace consensus. A film may be the subjective product of the producer, director and/or scriptwriter, but its cost and complexity force it to be a collaborative effort of hundreds of people. Most of these people are interested only in whether millions of others, the movie audience at a particular time and in history, will relate to the movie and pay to see it. Therefore, it is important for students to learn to view film with a “critical eye” in order to understand how Hollywood chooses to portray, and perhaps reshape, the American past.</p>
Recommended Pacing
2 weeks
Standards

Social Studies	
6.1.12.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
Social Justice Standards	
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
Language Arts	
Reading: Informational Text	
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.11-12.3.	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.11-12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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.
Writing	
W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. 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 claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's

	<p>knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>
W.11-12.2.	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; 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. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>
W.11-12.4.	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
W.11-12.5.	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>
W.11-12.6.	<p>Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
W.11-12.7.	<p>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.</p>
W.11-12.10.	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p>

Speaking and Listening	
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Language	
L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.
L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> There are central issues/themes in American history. 	

- . Hollywood’s portrayal of history and actual historic events are not necessarily congruous and they must be responsible for discerning the difference between history and “Hollywood”.
- . The development of special effects impacts the perception of film.
- Producers, directors and studios have an objective that does not necessarily require them to portray an event in a historically accurate manner.
- .International political events impact social perception.

- Why is it important to study Hollywood’s representation of history?
- Does Hollywood ever invent a “past that never was?”
- Does Hollywood shape or reflect current historiography?
- Why are films designed and created in various genres?
- Are Hollywood films about a historical topic meant to educate more than entertain?
- . What was the impact of technical advancements and the transition to sound and color in film?
 - How does the political, social and economic atmosphere in the country and Hollywood influence film?
 - How are the roles of women and minorities portrayed and how are these roles transformed during the 20th Century?
 - How do international events impact American society, politics and economics?
 - How do films made about a specific time period made at different times influence public opinion about that event?
 - How can Hollywood be an agent for social change?
 - How does Hollywood portray stereotypes and how does American public opinion respond?

Inquiry Question(s):

- Does Hollywood ever teach history well?
- What impact does society have on film?

Evidence of Learning (Assessments)

Pre-assessment

Formative assessments - class discussions, do nows, exit tickets, case studies

Summative Assessment Options:

- **Roundtable Discussion**
- **Debates**
- **Harkness Table**
- **Presentations**
- **Letters/Op-Eds**
- **Tests**
- **DBQs**
- **Discussion Posts/Responses**
- **Argumentative/Informative Essay**
- **Research Essay**
-

Objectives (SLO)

Students will know: (Goals)

- The role Hollywood plays in interpreting history.
- The role Hollywood plays in societal perceptions.
- How films can be an agent for change.
- . Presentation by Hollywood of the West and the Frontier.
- . Development of stereotypes.
- Inevitable conflict as a result of western settlement.

Students will be able to: (Teaching Points)

- Students will distinguish between primary and secondary sources and identify and evaluate evidence.
- Students will demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries.

Suggested Resources/Technology Tools

- **Digital/Technology:**
 - Chromebooks
 - Projector
 - Relevant websites and digital sources
 - G. Suite for Education
- **Text Resources:**
 -

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Special Education -

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

MLL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504 -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format
 - Individualized instruction
 - Use High Interest materials
 - Modeling
 - Provide Immediate Feedback
 - Relate learning to real life situations when possible
 - Use proximity changes about the room to keep students focused
 - Offer a printed copy or copy of teacher notes

- Allow for spelling and grammar errors
- Offer individual help throughout the lesson
- Differentiated Instruction/Readings
- Speech to Text
- Modified Readings and Primary Source documents

Career Readiness, Life Literacies, and Key Skills Practices

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

Unit 2

Birth of A Nation

Summary and Rationale

This unit will address multiple perspectives on the American founding while addressing the contested definition of freedom in Early American history. Students will explore how conflict and controversy impacted American Identity in the 18th and 19th centuries.

Recommended Pacing

4 weeks

Standards	
Social Studies	
6.1.12.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).
6.1.12.CivicsPR.4.a	Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
6.1.12.HistoryCA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
6.1.12.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
Social Justice Standards	
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
Language Arts	
Reading: Informational Text	
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.11-12.3.	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.11-12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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.
Writing	
W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. 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 claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; 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. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a

	new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.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.
W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
Speaking and Listening	
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Language	
L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.
L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level;

demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Instructional Focus

Enduring Understandings:

Essential Questions:

- The portrayal of African-Americans, the South, and the North in Civil War films is as much about the time period in which the film was made as the time period of the Civil War
- African-American actors were often portrayed in a stereotypical way by Hollywood.
- One must analyze the filmmaker’s motivation and purpose in creating a historical film in order to truly understand the theme.
-
- The Old West was romanticized by Hollywood.
- . Westerns became a unique genre of film.
- The manifestation of the “American Dream” was a theme
- There are central issues/themes in American history.
- Hollywood’s portrayal of history and actual historic events are not necessarily congruous and they must be responsible

- Why did Gone With the Wind become part of Americana?
- How accurate is Hollywood’s portrayal of the South?
- •How did Birth of a Nation stereotype African Americans?
- How did the release of Birth of a Nation fuel prejudice in America?
- How did Hollywood’s portrayal of the Western Frontier influence popular opinion?
 - What drew people to the frontier and What obstacles did they face?
 - Hollywood is a powerful influence in developing and perpetrating negative Stereotypes
 - How was the Western Frontier portrayed?
 - . How did Western expansion foster conflict?
 - . How were stereotypes of Native Americans developed by Hollywood?
 - How does Hollywood portray stereotypes and how does American public opinion respond?

<p>for discerning the difference between history and “Hollywood”.</p> <ul style="list-style-type: none"> ● The development of special effects impacts the perception of film. ● Producers, directors and studios have an objective that does not necessarily require them to portray an event in a historically accurate manner. ● International political events impact social perception 	<ul style="list-style-type: none"> ● What was the impact of technical advancements and the transition to sound and color in film? ● How does the political, social and economic atmosphere in the country and Hollywood influence film? ● How are the roles of women and minorities portrayed and how are these roles transformed during the 20th Century? ● How do international events impact American society, politics and economics? ● How do films made about a specific time period made at different times influence public opinion about that event? ● How can Hollywood be an agent for social change?
<p>Inquiry Question(s):</p>	
<p>Did Hollywood help or hinder the advancement of African Americans post Civil War?</p>	
<p>Evidence of Learning (Assessments)</p>	
<p>Pre-assessment Formative assessments - class discussions, do nows, exit tickets, case studies</p> <p>Summative Assessment Options:</p> <ul style="list-style-type: none"> ● Roundtable Discussion ● Debates ● Harkness Table ● Presentations ● Letters/Op-Eds ● Tests ● DBQs ● Discussion Posts/Responses ● Argumentative/Informative Essay ● Research Essay 	
<p>Objectives (SLO)</p>	
<p>Students will know: (Goals)</p>	<p>Students will be able to: (Teaching Points)</p>

- The role Hollywood plays in interpreting history.
- The role Hollywood plays in societal perceptions.
- How films can be an agent for change.
-

- Students will distinguish between primary and secondary sources and identify and evaluate evidence.
- Students will demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries.
- Analyze American territorial expansion for the period of 1820-1850 and evaluate the concept of manifest destiny from multiple perspectives
- Analyze the degree to which the California Gold Rush created opportunities for women and immigrants and contributed to increased sectional tensions

Suggested Resources/Technology Tools

- Digital/Technology:
 - Chromebooks
 - Projector
 - Relevant websites and digital sources
 - G. Suite for Education
- Text Resources:
- Multimedia Resources:
- Glory
- •Gone with the Wind
- •Birth of a Nation
- The Good, The Bad, The Ugly
- The Alamo
- Newsies
- Far and Away
- Gangs of New York

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Special Education -

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

MLL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504 -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format
 - Individualized instruction
 - Use High Interest materials
 - Modeling
 - Provide Immediate Feedback
 - Relate learning to real life situations when possible
 - Use proximity changes about the room to keep students focused
 - Offer a printed copy or copy of teacher notes
 - Allow for spelling and grammar errors
 - Offer individual help throughout the lesson
 - Differentiated Instruction/Readings
 - Speech to Text

- Modified Readings and Primary Source documents

Career Readiness, Life Literacies, and Key Skills Practices

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

Unit 3

Making Modern America

Summary and Rationale

Students will explore the American identity through boom and bust cycles as American industry and society modernized. Students will consider the notion of expanded opportunity and America as a “land of opportunity” while analyzing the extent to which everyone was able to share in the benefits of American “progress.”

Recommended Pacing

4 weeks

Standards

Social Studies

6.1.12.Econ EM.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
6.1.12.Civic sDP.5.a	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans
6.1.12.Econ EM.5.a	Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
6.1.12.Geo HE.5.a	Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.Civic sPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
6.1.12.Hist oryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
Social Justice Standards	
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
Language Arts	
Reading: Informational Text	
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.11-12.3.	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.11-12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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.

Writing	
W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. 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 claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; 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. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6.	Use technology, including the Internet, to produce, share, and update individual or shared

	writing products in response to ongoing feedback, including new arguments or information.
W.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.
W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
Speaking and Listening	
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Language	
L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.
L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Career Readiness, Life Literacies, and Key Skills	

Instructional Focus

Enduring Understandings:

- People emigrated from Europe for a variety of reasons.
- Each immigrant group endured a different set of hardships and managed them in a variety of ways.
- Each immigrant groups made valuable contributions to American culture during their assimilation process
- Both the people and government play a role in creating reform at the local, state, and national level.
- As more reforms are passed, the government begins to play a larger role in the lives of Americans.
- Technological advances often lead to the loss of old jobs and the creation of new jobs
- There are central issues/themes in American history.
- Hollywood’s portrayal of history and actual historic events are not necessarily congruous and they must be responsible for discerning the difference between history and “Hollywood”.
- The development of special effects impacts the perception of film.
- . Producers, directors and studios have an objective that does not necessarily require them to portray an event in a historically accurate manner.

Essential Questions:

- What are the reasons for people immigrating to the United States in the late 19th Century and early 20th Century?
- . What hardship did they endure and how did they manage these hardships?
- . What was their process for assimilating to American culture and what contributions to the United States did they make?
- What are the causes and effects of government reform?
- How do advances in technology and economic growth impact society?
- What were the conditions like in the factories for laborers?
- What prompted change to the working environment?
-
- How does Hollywood portray stereotypes and how does American public opinion respond?
- What was the impact of technical advancements and the transition to sound and color in film?
- How does the political, social and economic atmosphere in the country and Hollywood influence film?
- How are the roles of women and minorities portrayed and how are these roles transformed during the 20th Century?
- How do international events impact American society, politics and economics?
- How do films made about a specific time period made at different times influence public opinion about that event?
- How can Hollywood be an agent for social change?

<ul style="list-style-type: none"> ● International political events impact social perception 	
Inquiry Question(s): How do governments respond to social, political, and economic crises?	
Have immigrant groups been able to secure their definitions of the American Dream?	
Evidence of Learning (Assessments)	
<p>Pre-assessment Formative assessments - class discussions, do nows, exit tickets, case studies</p> <p>Summative Assessment Options:</p> <ul style="list-style-type: none"> ● Roundtable Discussion ● Debates ● Harkness Table ● Presentations ● Letters/Op-Eds ● Tests ● DBQs ● Discussion Posts/Responses ● Argumentative/Informative Essay ● Research Essay ● 	
Objectives (SLO)	
Students will know: (Goals)	Students will be able to: (Teaching Points)
<ul style="list-style-type: none"> ● The role Hollywood plays in interpreting history. ● The role Hollywood plays in societal perceptions. ● How films can be an agent for change. ● Why emigrated from Europe for a variety of reasons. ● The hardships and discrimination faced by various immigrant groups. 	<ul style="list-style-type: none"> ● Students will distinguish between primary and secondary sources and identify and evaluate evidence. ● Students will demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries. ● Identify and explain the major factors that promoted industrialization and urbanization in the

- valuable contributions immigrant groups made to American culture during their assimilation process
- The role people and government play in creating reform at the local, state, and national level.
- The impact technological advances have on society.

United states and the effects it would have on American Society.

- Identify and explain the factors that caused an increase in immigration (1890-1910) and factors that led to the US restrictions on immigration in 1920s
- . Identify key films about the immigrant experience and analyze their changing views towards immigration and immigrants.
- Explain the impact the waves of immigrants had on American culture.
- Discuss how movies about immigration and immigrants emphasize the role of culture, neighborhood and ethnic unity.
- Evaluate the extent to which nativism appears as a factor in the immigrant experience in these films.
- Analyze the major changes demanded by the progressives in the political, economic and social systems of the United States at the city, state and federal levels.
- Evaluate the changes which took place in the relationship between government and business.

Suggested Resources/Technology Tools

- Digital/Technology:
 - Chromebooks
 - Projector
 - Relevant websites and digital sources
 - G. Suite for Education
- Text Resources:

Multimedia Resources:

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Special Education -

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

MLL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504 -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format
 - Individualized instruction
 - Use High Interest materials
 - Modeling
 - Provide Immediate Feedback
 - Relate learning to real life situations when possible
 - Use proximity changes about the room to keep students focused
 - Offer a printed copy or copy of teacher notes
 - Allow for spelling and grammar errors
 - Offer individual help throughout the lesson
 - Differentiated Instruction/Readings
 - Speech to Text

- Modified Readings and Primary Source documents

Career Readiness, Life Literacies, and Key Skills Practices

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

Unit 4

Boom To Bust

Summary and Rationale

The Great Depression had numerous causes and impacted every single aspect of American society and social class. As portrayed in film, the economic distress either broke the individual or provided him/her with an opportunity to face obstacles and overcome those obstacles. Although the Great Depression had a detrimental impact on millions, there were those that rose above their circumstances and persevered through to become role models for American society.

Recommended Pacing

4 weeks

Standards

Social Studies

6.1.12.CivicsPR.6.a	Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
6.1.12.EconET.8.a	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
6.1.12.HistoryCC.8.c	Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
6.1.12.HistoryUP.9.a	Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
6.1.12.A.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.
6.1.12.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
Social Justice Standards	
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
Language Arts	
Reading: Informational Text	
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.11-12.3.	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.11-12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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.
Writing	
W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. 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 claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; 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. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are

	appropriate to task, purpose, and audience.
W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.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.
W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
Speaking and Listening	
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Language	
L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.

L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● During the 1920s the notion of mass media begins to take place in American culture. With developments such as tabloid magazines, big money newspapers, and the radio, America transforms from being a regional country to a more unified country that now shares a common culture. No longer did one only know what was going on in your area of the country. You now were aware of happenings all over ● Due to the mass migration of African Americans from the South to Northern cities, a culture unknown to the North begins to emerge. The center of this cultural explosion is seen in Harlem, NY where the Harlem Renaissance begins to take hold. Jazz music, African-American poetry, and new ways of thinking a few of the new trends/ideas that emerge during this period. ● The Stock Market Crash challenged the accepted notions from the 1920s that the U.S. economy could stabilize and expand without support from government resources at the local, state, and federal level. President Roosevelt’s New Deal continued to build on the spirit of reform from the Progressive Era, particularly at the federal level with ideas such as Social Security and the Federal Deposit Insurance Corporation. At the same time, 	<ul style="list-style-type: none"> ● Analyze the conflict between urban and rural cultures in the 1920s. ● Identify and explain the factors that caused an increase in immigration (1890-1910) and factors that led to the US restrictions on immigration in the 1920s. ● Explain and analyze the characteristics of the “New Culture” of the 1920’s (i.e. consumerism, radio, new religious beliefs, role of women, music, big business, and prohibition. ● Explain and analyze the manifestations of xenophobia and examine the re-emergence of the Ku Klux Klan, nativism and religious fundamentalism and their impact on American society in the 1920’s ● Examine the social, economic and political changes in the positions of and attitudes towards women and African Americans in the 1920s(Great Migration, Harlem Renaissance, Flapper etc.) ● Analyze economic conditions of 1920s that promoted growth and over-speculation in land and financial markets and the impact these would have ● Explain and analyze the causes of the Great Depression and evaluate efforts by the Hoover Administration to deal with it.

the growth of power at the federal level ignited a new round of fears that U.S. democratic and religious institutions were being threatened by socialist/communist revolution. The necessity of fighting World War II quickly unified the American people.

- There are central issues/themes in American history.
- Hollywood's portrayal of history and actual historic events are not necessarily congruous and they must be responsible for discerning the difference between history and "Hollywood".
- The development of special effects impacts the perception of film.
- Producers, directors and studios have an objective that does not necessarily require them to portray an event in a historically accurate manner.
- International political events impact social perception

- Analyze the impact of economic deprivation on the daily life of the American population and describe examples of typical hardships suffered using the conditions in urban and rural areas
- Analyze the impact of the Great Depression on the American family, migratory groups and ethnic and racial minorities.
- Explain and analyze President Roosevelt's New Deal and the role of the Federal Government in dealing with the crisis.
- Describe how the Great Depression and the New Deal of FDR transformed America, including the growth of the federal government, the rise of the Welfare State, Social Security, NLRB , FDIC, and industrial unionism.
- Examine and evaluate the impact of New Deal programs, presidential power, and the role of the government in the economy.
- Examine the impact of the Great Depression and the New Deal on marginalized groups in American society such as African Americans, Native Americans, Hispanic Americans, and women and the responses of these groups to the difficult circumstances.
- How does Hollywood portray stereotypes and how does American public opinion respond?
- What was the impact of technical advancements and the transition to sound and color in film?
- How does the political, social and economic atmosphere in the country and Hollywood influence film?
- How are the roles of women and minorities portrayed and how are these roles transformed during the 20th Century?
- How do international events impact American society, politics and economics?
- How do films made about a specific time period made at different times influence public opinion about that event?
- How can Hollywood be an agent for social change?
-

Inquiry Question(s):

How do governments respond to social, political, and economic crises?

Evidence of Learning (Assessments)

Pre-assessment

Formative assessments - class discussions, do nows, exit tickets, case studies

Summative Assessment Options:

- **Roundtable Discussion**
- **Debates**
- **Harkness Table**
- **Presentations**
- **Letters/Op-Eds**
- **Tests**
- **DBQs**
- **Discussion Posts/Responses**
- **Argumentative/Informative Essay**
- **Research Essay**
-

Objectives (SLO)

Students will know: (Goals)

Students will be able to: (Teaching Points)

- The role Hollywood plays in interpreting history.
- The role Hollywood plays in societal perceptions.
- How films can be an agent for change.

- Students will distinguish between primary and secondary sources and identify and evaluate evidence.
- Students will demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries.
- Analyze the conflict between urban and rural cultures in the 1920s.
- Identify and explain the factors that caused an increase in immigration (1890-1910) and factors that led to the US restrictions on immigration in the 1920s.

- . Explain and analyze the characteristics of the “New Culture” of the 1920’s (i.e. consumerism, radio, new religious beliefs, role of women, music, big business, and prohibition.
- Explain and analyze the manifestations of xenophobia and examine the re-emergence of the Ku Klux Klan, nativism and religious fundamentalism and their impact on American society in the 1920’s
- . Examine the social, economic and political changes in the positions of and attitudes towards women and African Americans in the 1920s(Great Migration, Harlem Renaissance, Flapper etc.)
- Analyze economic conditions of 1920s that promoted growth and over-speculation in land and financial markets and the impact these would have
- Explain and analyze the causes of the Great Depression and evaluate efforts by the Hoover Administration to deal with it.
- Analyze the impact of economic deprivation on the daily life of the American population and describe examples of typical hardships suffered using the conditions in urban and rural areas
- Analyze the impact of the Great Depression on the American family, migratory groups and ethnic and racial minorities.
- Explain and analyze President Roosevelt’s New Deal and the role of the Federal Government in dealing with the crisis.
- Describe how the Great Depression and the New Deal of FDR transformed America, including the growth of the federal government, the rise of the Welfare State, Social Security, NLRB , FDIC, and industrial unionism.
- Examine and evaluate the impact of New Deal programs, presidential power, and the role of the government in the economy.
- Examine the impact of the Great Depression and the New Deal on marginalized groups in American society such as African Americans, Native Americans, Hispanic Americans, and

women and the responses of these groups to the difficult circumstances.

Suggested Resources/Technology Tools

- Digital/Technology:
 - Chromebooks
 - Projector
 - Relevant websites and digital sources
 - G. Suite for Education
- Text Resources:
- Multimedia Resources:
 - Cinderella Man
 - Grapes of Wrath
 - Untouchables
 - The Great Gatsby
 - Brother to Brother
 - Once Upon a Time in Harlem
 - Road to Perdition
 - Godfather Part II

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Special Education -

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

MLL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about

the main idea and offer help utilizing key words.

- Allow the use of Google Translate where appropriate.

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504 -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format
 - Individualized instruction
 - Use High Interest materials
 - Modeling
 - Provide Immediate Feedback
 - Relate learning to real life situations when possible
 - Use proximity changes about the room to keep students focused
 - Offer a printed copy or copy of teacher notes
 - Allow for spelling and grammar errors
 - Offer individual help throughout the lesson
 - Differentiated Instruction/Readings
 - Speech to Text
 - Modified Readings and Primary Source documents

Career Readiness, Life Literacies, and Key Skills Practices

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management

- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

Unit 5	
World at War	
Summary and Rationale	
<p>World War II has a definitive place in history. It represents a moment when young men confronted an evil enemy and overcame adversity while bonding in challenging circumstances and achieving success. All the while there were challenges on the home front for families to face. When the war was finally over and the heroes” returned home there were new challenges to confront with the adjustment for the servicemen and their families</p>	
Recommended Pacing	
4 weeks	
Standards	
Social Studies	
6.1.12.HistoryCA.7.b:	Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
6.1.12.HistoryCA.7.c	Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).
6.1.12.HistoryCC.11.b	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.

6.1.12.HistoryCC.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
6.1.12.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
Social Justice Standards	
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
Language Arts	
Reading: Informational Text	
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.11-12.3.	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.11-12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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.
Writing	
W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. 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 claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while

	<p>pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>
W.11-12.2.	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; 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. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>
W.11-12.4.	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
W.11-12.5.	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>
W.11-12.6.	<p>Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
W.11-12.7.	<p>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.</p>
W.11-	<p>Write routinely over extended time frames (time for research, reflection, and revision) and</p>

12.10.	shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
Speaking and Listening	
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Language	
L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.
L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Instructional Focus	
Enduring Understandings:	Essential Questions:

- Films made about a specific time period made at different times influence public opinion about these events.
- Hollywood's ability to portray the role of women and minorities impacts public opinion.
- Most World War II films celebrate the victories of the American spirit at home and abroad.
- There are central issues/themes in American history.
- Hollywood's portrayal of history and actual historic events are not necessarily congruous and they must be responsible for discerning the difference between history and "Hollywood".
- The development of special effects impacts the perception of film.
- Producers, directors and studios have an objective that does not necessarily require them to portray an event in a historically accurate manner.
- International political events impact social perception

- How are soldiers portrayed in most World War II films?
- • What reasons can you provide for the number of World War II films created and that are still being created?
- • How did filmmakers portray the enemy in certain films?
- • How did filmmakers portray those at home?
- • What propaganda can be seen in war movies?
- How does Hollywood portray stereotypes and how does American public opinion respond?
- What was the impact of technical advancements and the transition to sound and color in film?
- How does the political, social and economic atmosphere in the country and Hollywood influence film?
- How are the roles of women and minorities portrayed and how are these roles transformed during the 20th Century?
- How do international events impact American society, politics and economics?
- How do films made about a specific time period made at different times influence public opinion about that event?
- How can Hollywood be an agent for social change?

- Does Hollywood ever teach history well?
- Does Hollywood ever invent a "past that never was?"
- Does Hollywood shape or reflect current historiography?
- Why are films designed and created in various genres?
- Are Hollywood films about a historical topic meant to educate more than entertain?

Inquiry Question(s):	
<i>Is war more destructive or beneficial in enhancing global relations socially, politically and economically?</i>	
Evidence of Learning (Assessments)	
<p>Pre-assessment Formative assessments - class discussions, do nows, exit tickets, case studies</p> <p>Summative Assessment Options:</p> <ul style="list-style-type: none"> ● Roundtable Discussion ● Debates ● Harkness Table ● Presentations ● Letters/Op-Eds ● Tests ● DBQs ● Discussion Posts/Responses ● Argumentative/Informative Essay ● Research Essay 	
Objectives (SLO)	
Students will know: (Goals)	Students will be able to: (Teaching Points)
<ul style="list-style-type: none"> ● the tensions that caused the start of World War II ● compare the actions of regimes in Germany, Italy, and Japan ● The role men, women, and minorities played during the war. ● The role of the homefront during the war ● Events and major battles of the war in the European and Pacific theatre ● End of the war in Europe ● End of the War in the Pacific 	<ul style="list-style-type: none"> ● Analyze movies about World War II and how these movies reflected the times in which they were made. ● Discuss how dominant political beliefs in Hollywood influenced its stereotypes (or lack thereof) of Nazis and Communists during World War II. ● Analyze how changing attitudes towards war have influenced films about World War II. ● Identify and explain key themes of World War II combat films ● Analyze and explain how films portrayed life on the home front. ● Evaluate the impact of current events and contemporary culture values on Hollywood's portrayal of World War II.

- Examine the causes of W.W.II and the political background leading to American involvement in the war (Neutrality ActsCash/Carry-Lend Lease etc.).
- Explain and analyze the ways in which the United States fought a global war with its allies by examining key players, events and themes.
- Analyze the effects of W.W.II and American government policies on gender roles and issues of race in America.
- Evaluate the expanding role of the Federal Government in American life and its role in mobilizing public opinion to support the war.
- Examine the genocide perpetrated by the Nazis and evaluate the role of collaborators, resisters, bystanders, and government policies in the process.
- Explain the development and use of atomic weapons and evaluate the decision to “drop the bomb

Suggested Resources/Technology Tools

- Digital/Technology:
 - Chromebooks
 - Projector
 - Relevant websites and digital sources
 - G. Suite for Education
- Text Resources:
- Multimedia Resources
 - Saving Private Ryan
 - Band of Brothers
 - Hiroshima
 - Come see the Paradise
 - A thin Red Line
 - Letters from Iwo Jima

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Special Education -

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

MLL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504 -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format
 - Individualized instruction
 - Use High Interest materials
 - Modeling
 - Provide Immediate Feedback
 - Relate learning to real life situations when possible
 - Use proximity changes about the room to keep students focused
 - Offer a printed copy or copy of teacher notes
 - Allow for spelling and grammar errors
 - Offer individual help throughout the lesson
 - Differentiated Instruction/Readings
 - Speech to Text

- Modified Readings and Primary Source documents

Career Readiness, Life Literacies, and Key Skills Practices

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

Unit 6

Postwar America

Summary and Rationale

The conformity of the 1950's lead to radical change in the 1960's. The onset of the Red Scare and the shift to individualism as well as the focus on youth created a culture of paranoia that bore itself out in youth acting out their teen angst and the government conducting hearings on suspected communist infiltration.

Recommended Pacing

4 weeks

Standards

Social Studies

6.1.12.HistoryCC.12.c	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
6.1.12.HistoryCC.12.d	Explain how the development and proliferation of nuclear weapons affected international relations.
6.1.12.HistoryCC.12.e	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
6.1.12.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
Social Justice Standards	
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
Language Arts	
Reading: Informational Text	
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.11-12.3.	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.11-12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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.
Writing	

W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. 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 claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; 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. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.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.
W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
Speaking and Listening	
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Language	
L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.
L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Instructional Focus

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Both the United States and the Soviet Union had entered the Atomic Age, a head-to-head conflict had to be avoided but at the same time do everything in its power economically and militarily to halt the spread of communism both home and abroad. It will be during this period where America will see America enter conflicts in the Middle East, Korea, Cuba, Europe, and Vietnam to make sure that communism doesn't spread. It is also during this period in which the threat of communism and soviet infiltration strikes fear into America after the Soviet Union gains nuclear capabilities in 1949. American freedoms and civil liberties expressed in the Constitution 16 - How is this relevant today? are put to the test during the period known and McCarthyism. What the government is allowed to do in the name of national security will be questioned during this period. ● There are central issues/themes in American history. ● Hollywood's portrayal of history and actual historic events are not necessarily congruous and they must be responsible for discerning the difference between history and "Hollywood". ● The development of special effects impacts the perception of film. ● Producers, directors and studios have an objective that does not necessarily require them to portray an event in a historically accurate manner. ● International political events impact social perception 	<ul style="list-style-type: none"> ● What did it mean for the United States to be a global leader after WWII? ● What was the Red Scare? How did it create and contribute to an atmosphere of paranoia among American citizens in the 50s? ● Why did the United States and Soviet Union come to the brink of nuclear war in 1962? ● Was nuclear proliferation worth its cost? ● Why did some Americans Express discontent and disillusionment with the government? ● Was the threat of communism a legitimate foreign threat, or an unconstitutional invasion of privacy by the federal government? ● How does Hollywood portray stereotypes and how does American public opinion respond? ● What was the impact of technical advancements and the transition to sound and color in film? ● How does the political, social and economic atmosphere in the country and Hollywood influence film? ● How are the roles of women and minorities portrayed and how are these roles transformed during the 20th Century? ● How do international events impact American society, politics and economics? ● How do films made about a specific time period made at different times influence public opinion about that event? ● How can Hollywood be an agent for social change?
Inquiry Question(s):	

- Was the cold war prompted by Soviet or US aggression?

Evidence of Learning (Assessments)

Pre-assessment

Formative assessments - class discussions, do nows, exit tickets, case studies

Summative Assessment Options:

- **Roundtable Discussion**
- **Debates**
- **Harkness Table**
- **Presentations**
- **Letters/Op-Eds**
- **Tests**
- **DBQs**
- **Discussion Posts/Responses**
- **Argumentative/Informative Essay**
- **Research Essay**

Objectives (SLO)

Students will know: (Goals)

- The U.S. feared the expansion of communism and Soviet influence while the Soviets felt threatened by U.S. actions (the Marshall Plan) and lack of action (delayed second front).
- Students will discuss and consider the importance of understanding perspective.
- Although the 1950s are considered a time of conformity, there were “rebels” of various types from teen rockers to Betty Friedan to the growing Civil Rights movement. Economic prosperity could not protect the U.S. against the fear of communism.
- The Role of McCarthyism
- Communism v. Capitalism

Students will be able to: (Teaching Points)

- Explain and analyze responses to post war devastation, the threat of communism and Soviet subjugation of Eastern Europe, and lessons of Versailles Treaty including the Marshall Plan, Truman Doctrine, formation of NATO, Berlin Airlift and other select policies and events post W.W.II.
- How inevitable was the Cold War given the relationship between the U.S. and the U.S.S.R. before and after World War II?
- To what extent was the 1950s affluence and conformity a mirage for underlying social tensions?
- Analyze films about the 1950’s and identify and explain themes and issues such as rebellion and the dysfunctional family.
- Describe how the youth lifestyle shaped an influenced the social and cultural trends of the 1950’s.
- Discuss the impact of the post-World War

II economy on popular culture.

- Examine the cultural landscape of the 1950's and draw conclusions about the shift from conservative to more liberal values

Suggested Resources/Technology Tools

- Digital/Technology:
 - Chromebooks
 - Projector
 - Relevant websites and digital sources
 - G. Suite for Education
- Text Resources:
- Multimedia Resources:
- Guilty by suspicion
- Dr. Strange Love
- 13 Days

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Special Education -

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

MLL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content

- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504 -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format
 - Individualized instruction
 - Use High Interest materials
 - Modeling
 - Provide Immediate Feedback
 - Relate learning to real life situations when possible
 - Use proximity changes about the room to keep students focused
 - Offer a printed copy or copy of teacher notes
 - Allow for spelling and grammar errors
 - Offer individual help throughout the lesson
 - Differentiated Instruction/Readings
 - Speech to Text
 - Modified Readings and Primary Source documents

Career Readiness, Life Literacies, and Key Skills Practices

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

Unit 7

Civil Unrest

Summary and Rationale

The Civil Rights Movement was a struggle for social justice that took place mainly during the 1950s and 1960s for blacks to gain equal rights under the law in the United States. The Civil War had officially abolished slavery, but it didn't end discrimination against blacks—they continued to endure the devastating effects of racism, especially in the South. By the mid-20th century, African Americans had more than enough prejudice and violence against them. They, along with many whites, mobilized and began an unprecedented fight for equality that spanned two decades.

Stereotypes, ignorance and prejudice lead to discrimination and create a culture of racism. Over the course of American history African Americans have been stereotyped which has led to racism. Hollywood has contributed to this but has also created films that have confronted racism, which has brought about a social conversation that has led to the reduction of racism in society.

Recommended Pacing

4 weeks

Standards

Social Studies

6.1.12.Civic sDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
6.1.12.Econ EM.13.a	Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).

6.1.12.HistoryCC.13.c	Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.
6.1.12.HistoryUP.13.a	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement
6.1.12.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
Social Justice Standards	
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
Language Arts	
Reading: Informational Text	
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.11-12.3.	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.11-12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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.
Writing	
W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. 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 claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; 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. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.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.
W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
Speaking and Listening	
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Language	
L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.
L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Instructional Focus	

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Civil rights struggles of other groups—women, Latinos, Asian- Americans, Native-Americans, people with disabilities, and gay, lesbian, bisexual, and trans-gendered people. ● There are central issues/themes in American history. ● Hollywood’s portrayal of history and actual historic events are not necessarily congruous and they must be responsible for discerning the difference between history and “Hollywood”. ● The development of special effects impacts the perception of film. ● Producers, directors and studios have an objective that does not necessarily require them to portray an event in a historically accurate manner. ● . International political events impact social perception 	<ul style="list-style-type: none"> ● Why did the events during the Civil Rights movement become so significant in American History? ● How did the events of the 1960’s finally try to implement the promises made after the passage of the 13th, 14th and 15th amendments? ● What is the importance of moral and ethical concerns with regard to legal issues? ● How is the government responsible for fairness and citizenship for all? ● How have basic values and principles of American democracy changed or been preserved? ● How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others?
<p>Inquiry Question(s): Which of the strategies employed by the Civil Rights activists were most effective during the height of the Civil Rights Movement?</p> <p>How did others use nonviolent tactics during the civil rights movement?</p>	
<p>Evidence of Learning (Assessments)</p>	
<p>Pre-assessment Formative assessments - class discussions, do nows, exit tickets, case studies</p> <p>Summative Assessment Options:</p> <ul style="list-style-type: none"> ● Roundtable Discussion ● Debates ● Harkness Table ● Presentations ● Letters/Op-Eds 	

- Tests
- DBQs
- Discussion Posts/Responses
- Argumentative/Informative Essay
- Research Essay

Objectives (SLO)

Students will know: (Goals)

Students will be able to: (Teaching Points)

- The impact of World War II and Civil Rights
- Key figures and groups of the civil rights movement.
- The struggles of different ethnic and minority groups faced when confronting their battle for equality.
- Current state of civil unrest in relations to police brutality, and racial justice.

1. Reflect on films concerning race relations and analyze Hollywood’s treatment of minorities
2. Describe key aspects of the race, culture, and society of the 1960’s and 1970’s as related to the portrayal of minorities in films of that decade.
3. Evaluate in what areas minorities achieved parity and/or advancement as shown in the films (economic, political, social, cultural, or other. Evaluate what elements of race relations are focused on in the films (segregation, discrimination, employment, political agency, etc).
4. Analyze how United States domestic policies on civil rights are depicted in film.

-

- Evaluate and discuss the progress made today and the direction equality is heading in the future.

Suggested Resources/Technology Tools

- Digital/Technology:
 - Chromebooks
 - Projector
 - Relevant websites and digital sources
 - G. Suite for Education
- Text Resources:
- Multimedia Resources
 - Malcolm X

- Remember the Titans
- Kalief Browder Story
- 13th
- Eyez on the Prize
- Mississippi Burning
- Greenbook
- Selma
- Milk
- Walkout - LA Walkouts 1968

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

Special Education -

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

MLL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504 -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments

- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format
 - Individualized instruction
 - Use High Interest materials
 - Modeling
 - Provide Immediate Feedback
 - Relate learning to real life situations when possible
 - Use proximity changes about the room to keep students focused
 - Offer a printed copy or copy of teacher notes
 - Allow for spelling and grammar errors
 - Offer individual help throughout the lesson
 - Differentiated Instruction/Readings
 - Speech to Text
 - Modified Readings and Primary Source documents

Career Readiness, Life Literacies, and Key Skills Practices

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

Unit 8

War on Terror

Summary and Rationale

On September 11, 2001, nineteen members of al-Qaeda seized control of four commercial passenger jet airliners in the United States. They crashed two airplanes into the twin towers of the World Trade Center in New York City, killing everyone on board the planes. Both towers collapsed within two hours resulting in the death of almost 3,000 additional people who were either in the buildings at the time or emergency workers who responded to the attack. The al-Qaeda operatives flew a third airplane into the Pentagon building just outside of Washington, DC. The fourth plane crashed in a field in rural Pennsylvania after passengers and crew tried to retake control. The United States government under President George W. Bush responded to the 9/11 attacks by declaring a “War on Terror.” It accused Afghanistan and Iraq of supporting the al-Qaeda operation, invaded both countries, and brought down and replaced their governments. It also tightened domestic security at airports and in public spaces and along the nation’s borders. In the years following the 9/11 attacks, there has been ongoing debate over actions taken by the United States government. Critics have questioned whether the responses were appropriate and/or effective.

Recommended Pacing

4 weeks

Standards

Social Studies

6.1.12.HistorySE.15.a	Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
6.1.12.HistorySE.15.b	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
6.1.12.HistorySE.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
6.1.12.CivicsHR.15.a	Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
6.1.12.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

Social Justice Standards

DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
Language Arts	
Reading: Informational Text	
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.11-12.3.	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.11-12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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.
Writing	
W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. 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 claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; 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. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.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.
W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
Speaking and Listening	
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Language	
L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.
L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● The attacks on September 11, 2001 forged a new sense of country and patriotism that was captured in Real-time. ● The War on Terror is an on-going fight with no true end in sight ● The United States spent decades trying to contain communism. Then in the 1990s 	<ul style="list-style-type: none"> ● How are terrorists organized? ● How does the US propose fighting this new type of war? ● Has the US responded appropriately to the war on terror? ● Does the existence of Guantanamo Bay and the use of torture violate the Constitution of the United States or are they a necessary evil to ensure the safety and well being of the majority?

the U.S. had to adapt to a multi-lateral world. The 9/11 attack changed the focus of U.S. foreign policy.

- There are central issues/themes in American history.
- Hollywood’s portrayal of history and actual historic events are not necessarily congruous and they must be responsible for discerning the difference between history and “Hollywood”.
- The development of special effects impacts the perception of film.
- Producers, directors and studios have an objective that does not necessarily require them to portray an event in a historically accurate manner.
- . International political events impact social perception

- Should civil liberties be restricted for the protection of the greater good?
- How as the war on terror evolved?
- Are the use of drones moral?
- When is collateral damage too great?

Inquiry Question(s):

Are enhanced interrogation techniques a violation or necessary evil?
Will the proliferation of drones escalate or reduce tensions between countries?

Evidence of Learning (Assessments)

Pre-assessment

Formative assessments - class discussions, do nows, exit tickets, case studies

Summative Assessment Options:

- **Roundtable Discussion**
- **Debates**
- **Harkness Table**
- **Presentations**
- **Letters/Op-Eds**
- **Tests**
- **DBQs**
- **Discussion Posts/Responses**
- **Argumentative/Informative Essay**
- **Research Essay**

Objectives (SLO)

Students will know: (Goals)	Students will be able to: (Teaching Points)
<ul style="list-style-type: none"> ● The impact of World War II and Civil Rights ● Key figures and groups of the civil rights movement. ● The struggles of different ethnic and minority groups faced when confronting their battle for equality. ● Current state of civil unrest in relations to police brutality, and racial justice. 	<ol style="list-style-type: none"> 1. Reflect on films concerning race relations and analyze Hollywood’s treatment of minorities 2. Describe key aspects of the race, culture, and society of the 1960’s and 1970’s as related to the portrayal of minorities in films of that decade. 3. Evaluate in what areas minorities achieved parity and/or advancement as shown in the films (economic, political, social, cultural, or other. Evaluate what elements of race relations are focused on in the films (segregation, discrimination, employment, political agency, etc). 4. Analyze how United States domestic policies on civil rights are depicted in film.
<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● Evaluate and discuss the progress made today and the direction equality is heading in the future.
Suggested Resources/Technology Tools	
<ul style="list-style-type: none"> ● Digital/Technology: <ul style="list-style-type: none"> ○ Chromebooks ○ Projector ○ Relevant websites and digital sources ○ G. Suite for Education ● Text Resources: <ul style="list-style-type: none"> ○ ○ Multimedia Resources <ul style="list-style-type: none"> ■ Zero Dark Thirty ■ Eye in the Sky ■ Guantanamo ■ Flight 93 ■ Fahrenheit 9/11 	
Career Readiness, Life Literacies, and Key Skills Practices	

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>