



## History Department

### United States History I and II

**Developed By:** Bryan Abbio, Alicia Michalek, Gerald Ryan, Nicholas Ritacco, Christopher Bradley, Robert Porrino, Steve DiGregorio, Joseph Dwyer

**Effective Date:** Fall 2021/2

#### Scope and Sequence

Month	Unit Number	Unit Name
September	0/1	Identity Movement
October	1/2	Movement Experiment of American Government
November	2	Experiment of American Government
December	2	Experiment of American Government
January	3	Labor and the Economy
February	3	Labor and the Economy
March	4	Conflict and Resolution
April	4	Conflict and Resolution
May	5	America and the World
June	5	America and the World

**Movement:**

# United States History I

## Unit 1

### Standards

- 6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.
- 6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
- 6.1.12.EconEM.2.c: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- 6.1.12.CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- 6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.
- 6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
- 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.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.1.12.GeoPP.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
- 6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
- 6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
- 6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
- 6.1.12.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.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
- 6.1.12.EconNM.8.a: Analyze the push-pull factors that led to the Great Migration.
- 6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
- 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

### Interdisciplinary

- **CCSS-ELA - Literacy in History/Social Sciences**
  - CCSS.ELA-LITERACY.RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

- CCSS.ELA-LITERACY.RH.9-10.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- Career Readiness, Life Literacies, and Key Skills
  - 9.4.12.CI.1 - Demonstrate the ability to reflect, analyze and use creative skills and ideas.

**Theme → Movement (Voluntary vs. Forced)**

**Central Concept(s)/Content Addressed**

- Era 1 - Colonization & Settlement (1585-1763)
  - Settlers
    - Colonial Conflicts w/ Native Americans (Choose from among - Pequot War, King Philip's War, Anglo-Powhatan War, Queen Anne's War)
    - French and Indian War (Ohio River Valley Conflict)
    - Proclamation of 1763
- Era 2 - Revolution and New Nation (1754 - 1820)
  - Northwest Ordinance - Expansion and Enslaved Labor
- Era 3 - Expansion & Reform (1801-1861)
  - Louisiana Purchase → Manifest Destiny
  - Native American Removal
    - Jackson
    - Worcester v. Georgia
  - Perspectives on Expansion
    - Opportunity vs. some hardship for others.
    - Immigration:
      - Irish
      - Know Nothings
      - American Party
  - American System and Internal Improvements:
    - National Road, Highways, and Canals
- Era 4 - Civil War and Reconstruction (1850–1877)
  - Homestead Act
- Era 5 - Industrialization & Urbanization (1870-1900)
  - Jacob Riis
  - Tenement Houses
  - Political Machines
  - Immigration (S. & E. Europe, China, Japan)
  - Turner's Frontier Thesis & Closing of the Frontier
- Era 6 - Development of Modern America
  - Conservation → National Parks, Sierra Club, John Muir
- Era 8 - Roaring 20s
  - Urbanization → Decline of Farms

- Immigration Quotas
- African Americans (Great Migration → Harlem Renaissance)

**Inquiry Question(s)**

- What are the causes and consequences of movement?

**Personal Access Point**

Has anyone ever moved to a new place? Was that move forced or voluntary?

**Contemporary Access Point**

Contemporary immigration debate; Syrian refugees; Infrastructure

**Documents**

**Skills Developed**

Era 1:  
 - Conflict w/ Natives resulting from movement.  
   - [Native American Perspective](#)  
   - [Colonists' Perspective](#)

Era 3:  
 - [Perspective on Indian Removal](#)  
 - [Perspectives on Mid-19th Century Immigration](#)

Direct Instructional Thread → Louisiana Purchase, American System, Homestead Act, Decline of Farms, Conservation

Era 5:  
 - [Perspective on late 19th/Early-20th Century Immigration](#)  
 - [Perspective on Late-19th Century Urbanization & Political Machines](#)

Era 8:  
 - [Perspective on Great Migration](#)  
   - Start w/ slavery as an antecedent development (Movement of slavery west as involuntary movement and transition into the voluntary movement of Black Americans).

- Students will describe historical events from multiple perspectives
- Students will support arguments with historical evidence drawn from primary and secondary sources.
- Students will place historical arguments into a larger scholarly narrative.
- Students will demonstrate the ability to distinguish between appropriate and inappropriate source materials.
- Students will access appropriate primary and secondary sources.
- Students will assess the reliability of sources and evaluate their content.
- Students will use sources to contextualize historical events and describe change over time
- Students will apply their skills to diverse areas

and time periods of study.

- Students will utilize the crucial vocabulary of political, social, intellectual, and economic history.

### **Relationship Between Theme and American Identity**

Add as a component of summative assessment for each unit/theme.

### **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;*

#### **General Modifications for students struggling to learn:**

- 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.

#### **G/T**

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
- provide students with extension opportunities

### **504/IEP**

Modifications and accommodations must be aligned to 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 round table discussions and assignments
- Student choice embedded in projects and assessments
- Check for understanding through use of exit tickets
- Use of high interest materials such as graphs/charts, maps, artifacts, etc. to engage students
- Additional time for DBQs, projects, and assessments
- Additional time for in-class assignments
- Modeling of the DBQ process
- Reduce and condense pre-write and writing DBQ assignment requirements
- Allow for presentation of student knowledge through multiple means, such as drawing pictures
- Use of technology and electronic formats
- Modified historical texts and primary source readings
- Relate “Identity/Movement” content to real life and modern experiences
- Detailed instructions for historical writings, assessments, and projects presented visually, orally, and tactilely
- Preferential seating
- Provide a copy of “Identity/Movement” content notes
- Provide relevant and immediate feedback
- Allow for movement and discussion within historical writing assignments, projects, and assessments
- Use of brain pop videos to supplement “Identity/Movement” content
- Use of Newsela to supplement “Identity/Movement” content

## **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/>

## United States History II

### Unit 1

#### Standards

- 6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression
- 6.1.12.GeoHE.10.a: Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.
- 6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- 6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
- 6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce
- 6.1.12.EconNE.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
- 6.1.12.GeoPP.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.
- 6.1.12.GeoPP.13.b: Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
- 6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.
- 6.1.12.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.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
- 6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
- 6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
- 6.1.12.GeoHE.16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
- 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.

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**Theme → Movement (Voluntary vs. Forced)**

**Content Addressed**

- Era 9 - Great Depression and WWII( 1929-1945)
  - Dust Bowl intensified worsening conditions of the Depression
- Era 10 - New Deal
  - Effectiveness of New Deal Environment Programs
- Era 11 - Migrant Workers (WWII 1929-1945)
  - Jewish Refugees
  - Japanese Internment
  - WWII Labor Population Shifts
- Era 12 - Cold War
  - Space Race (1945-1970)
- Era 13 - Civil Rights and Social Change
  - Suburbanization (1945-1970)
    - White Flight
    - Red Lining
    - Housing
  - Post-1965 Immigration Policy
    - Impact on NJ and Nation
  - Culture of Conformity and Stereotyping (Consequence of Movement)
  - Effectiveness of Environmental Movements
- Era 14 - Contemporary United States: Domestic Policies (1970–Today)
  - Reform resulting from urbanization, suburbanization, and regionalization
    - Rust Belt → Sun Belt
  - Decisions and debates on environmental policy
- Era 16 - Contemporary United States: Interconnected Global Society (1970–Today)
  - Natural resources, sustainability, conflict
  - Globalization & Technology → Impact of American culture on world culture → Social Media as medium

**Inquiry Question(s)**

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**Personal Access Point**

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**Contemporary Access Point**

Contemporary immigration debate; Syrian refugees; Infrastructure

**Documents**

Era 9:  
- [Impact of the Dust Bowl](#)

Direct Instructional Thread → Impact of 20th/21st century movement on the environment.

Era 11:  
- [Perspectives on WWII era displaced people \(Jewish Refugees, Internment\)](#)

Era 12:  
- [Perspectives on the Space Race](#)

Era 13 and 14:  
- [Perspectives on post-WW2 Urbanization and Suburbanization](#)

Era 16:  
- [Perspectives on, and impact of, globalization and technology](#)

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### Experiment of American Government:

### United States History I

## Unit 2

### Standards

#### US 1: Era 1-8

- 6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
- 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
- 6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
- 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
- 6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
- 6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
- 6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today
- 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
- 6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
- 6.1.12.Civics.PI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
- 6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
- 6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
- 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
- 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.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
- 6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
- 6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.

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**Theme →Government**

**Central Concept(s)/Content Addressed**

1. Colonial & Ideological Foundations:
  - a. Mayflower Compact
  - b. Development of Colonial Self-Government
    - i. House of Burgesses
    - ii. Growth of Colonial Assemblies
    - iii. British repression of self-government (Mass Gov't. Act)
  - c. Intellectual Origins of American Government (DOI, Const., BOR)
    - i. Federalism (State vs. Federal Power) → Weaknesses of Articles of Confederation
    - ii. Purpose of Government
    - iii. Protection of Individual Liberty
  - d. Features of NJ Constitution & Constitutional Ideals
    - i. How are powers separated at the state level? At the federal level?
    - ii. How are individual liberties protected at the state level? At the federal level?
2. Development and Role of Political Parties (Contemporary Comparison):
  - a. Competing views of Government Theory (Power of the Central Government) and Practice
  - b. Rise of Interest Group & Party Politics (Antebellum)
  - c. Development of Sectional Parties
3. Denial of Ideals & Role of the Courts
  - a. Enslaved persons
  - b. Women
  - c. Native Americans (Elk v. Wilkins)
  - d. Suspected enemies (Alien and Sedition Acts and WWI)
  - e. Evolving Role of the Supreme Court (Segue from ideals/progress; has the court been a force for good in American life? Has the court helped us grow closer to, or further away from, being a government of, by for, etc?).
    - i. Marbury v. Madison
    - ii. McCulloch v. Maryland
    - iii. Dred Scott v. Sanford
    - iv. Plessy v. Ferguson
    - v. The Civil Rights Cases or US v. Cruikshank
    - vi. Scottsboro Boys Cases
    - vii. Schenck v. US
    - viii. Brown v. Board of Education
4. Collapse of Compromise:
  - a. Nullification and Growth of States' Rights considerations
  - b. Collapse of National Compromises & Secession

**Inquiry Question(s)**

- **What is meant by a government "of the people, by the people, [and] for the people"?**

- **What factors have contributed to the evolving role of government in the lives of the American people? How has the role of government in the lives of the American people evolved? To what extent has government been responsible for America becoming a more free and equal society? What is the appropriate role of government in American society?**

**Personal Access Point**

**How do citizens connect with their government?**

**Contemporary Access Point**

**Voting and its current issues, Mask Wearing, immigration, filibuster, racial tensions**

**Documents**

1. [Colonial & Ideological Foundations](#)
2. [Development and Role of Political Parties](#)  
(Contemporary Comparison)
3. [Denial of Ideals & Role of the Courts](#)
4. [Collapse of Compromise](#)

**Skills Developed**

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#### MLL

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- Modified historical texts and primary source readings
- Relate “Experiment of Government” content to real life and modern experiences
- Detailed instructions for historical writings, assessments, and projects presented visually, orally, and tactilely
- Preferential seating
- Provide a copy of “Experiment of Government” content notes
- Provide relevant and immediate feedback
- Allow for movement and discussion within historical writing assignments, projects, and assessments
- Use of brain pop videos to supplement “Experiment of Government” content
- Use of Newsela to supplement “Experiment of Government” content

### 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/>



## United States History II

### Unit 2

#### Standards

##### US II: Era 9-16

- **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.CivicsPR.10.a:** Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. •
- **6.1.12.CivicsPR.10.b:** Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).
- **6.1.12.EconEM.10.a:** Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
- **6.1.12.EconoNM.10.b:** Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today
- **6.1.12.HistoryCA.10.a:** Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).
- **6.1.12.HistoryCC.12.c:** Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- **6.1.12.CivicsPL.13.a:** Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey’s laws in eliminating segregation and discrimination.
- **6.1.12.CivicsDP.13.a:** Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
- **6.1.12.EconNE.13.b:** Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
- **6.1.12.HistoryCC.13.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.CivicsPL.14.a:** Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
- **6.1.12.CivicsPL.14.b:** Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
- **6.1.12.CivicsPL.14.c:** Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- **6.1.12.CivicsPL.14.d:** Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
- **6.1.12.CivicsCM.14.b:** Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
- **6.1.12.HistoryCA.14.a:** Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates’ rhetoric was inclusive, expansive, stereotypical or biased.
- **6.1.12.HistoryCA.14.b:** Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence
- **6.1.12.HistoryCC.14.b:** Determine how the 9/11 attacks contributed to the debate over national security and

**civil liberties.**

**Interdisciplinary**

- **CCSS-ELA - Literacy in History/Social Sciences**
  - CCSS.ELA-LITERACY.RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
  - CCSS.ELA-LITERACY.RH.9-10.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **Career Readiness, Life Literacies, and Key Skills**
  - 9.4.12.CI.1 - Demonstrate the ability to reflect, analyze and use creative skills and ideas.

**Theme → Government**

**Central Concept(s)/Content Addressed**

1. Impact, Efficacy, and Legacy of the New Deal (Growth of size and role of government)
  - a. Role of individuals
    - i. FDR, Bethune, Perkins, and Eleanor Roosevelt
  - b. Perspectives on government approach
    - i. Liberal and Conservative views of expanded government
  - c. Enduring growth of government
2. Perspectives on the Size, Role, and Responsibility of Government in Addressing Societal Issues (1960 - Present):
  - a. Great Society
  - b. Ebb and Flow - Growth and Contraction of Social Welfare Programs
  - c. Healthcare
  - d. Income Inequality
  - e. Immigration Policies
  - f. Policies intended to address Racial Tension
3. Denial of Ideals and Progress (20th Century)
  - a. Voting Rights
    - i. 19th Amendment
    - ii. Voting Rights Act
  - b. Gender Equality
    - i. Equal Rights Amendment
    - ii. Title IX
    - iii. Roe v. Wade
  - c. Racial Equality
    - i. Civil Rights Act (Title VII)
    - ii. Affirmative Action
    - iii. Heart of Atlanta Motel v. US
  - d. Marriage Equality
    - i. Loving v. Virginia
    - ii. Obergefell v. Hodges

- e. Role of the Supreme Court in promoting/protecting civil and human rights.
- 4. Efforts to identify and address suspected domestic enemies (Civil Liberties in Wartime)
  - a. World War II Internment and Civil Liberties
    - i. Hirabayashi v. US or Korematsu v US
  - b. McCarthyism & Second Red Scare
    - i. HUAC
  - c. COINTELPRO (1956 - 1971)
    - i. FBI Surveillance
  - d. Post-9/11
    - i. Patriot Act
    - ii. Indefinite Detention and Guantanamo Bay

**Inquiry Question(s)**

- **What is meant by a government "of the people, by the people, [and] for the people"?**
- **What factors have contributed to the evolving role of government in the lives of the American people? How has the role of government in the lives of the American people evolved? To what extent has government been responsible for America becoming a more free and equal society? What is the appropriate role of government in American society?**

**Personal Access Point**

Personal Access Point → How do citizens connect with their government?

**Contemporary Access Point**

**Voting and its current issues, Mask Wearing, immigration, filibuster, racial tensions.**

**Documents**

1. [Impact, Efficacy, and Legacy of the New Deal](#)  
(Growth of size and role of government)
2. [Perspectives on the Size, Role, and Responsibility of Government in Addressing Societal Issues \(1960 - Present\)](#)
3. [Denial of Ideals and Progress \(20th/21st Century\)](#)
4. [Efforts to Identify and Address Suspected Domestic Enemies \(Civil Liberties\)](#)

**Skills Developed**

- Students will describe historical events from multiple perspectives
- Students will support arguments with historical evidence drawn from primary and secondary sources.
- Students will place historical arguments into a larger scholarly narrative.
- Students will demonstrate the ability to distinguish between appropriate and

inappropriate source materials.

- Students will access appropriate primary and secondary sources.
- Students will assess the reliability of sources and evaluate their content.
- Students will use sources to contextualize historical events and describe change over time
- Students will apply their skills to diverse areas and time periods of study.
- Students will utilize the crucial vocabulary of political, social, intellectual, and economic history.

### **Relationship Between Theme and American Identity**

Add as a component of summative assessment for each unit/theme.

### **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;*

#### **General Modifications for students struggling to learn:**

- 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.

## **G/T**

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
- provide students with extension opportunities

## **504/IEP**

Modifications and accommodations must be aligned to 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 round table discussions and assignments
- Student choice embedded in projects and assessments
- Check for understanding through use of exit tickets
- Use of high interest materials such as graphs/charts, maps, artifacts, etc. to engage students
- Additional time for DBQs, projects, and assessments
- Additional time for in-class assignments
- Modeling of the DBQ process
- Reduce and condense pre-write and writing DBQ assignment requirements
- Allow for presentation of student knowledge through multiple means, such as drawing pictures
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- Use of brain pop videos to supplement “Experiment of Government” content
- Use of Newsela to supplement “Experiment of Government” content

## **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/>

### Conflict and Resolution:

#### United States History I

#### Unit 3

#### Standards - [NJSL](#)

- **6.1.12.HistoryUP.2.a:**Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
- **6.1.12.HistoryUP.2.b:** Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War
- **6.1.12.HistorySE.2.a:** Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
- **6.1.12.CivicsDP.3.a:**Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance).
- **6.1.12. CivicsDP.3.c:** Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
- **6.1.12.HistoryUP.3.b:**Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
- **6.1.12.CivicsDP.4.b:** Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
- **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.GeoSV.4.a:** Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.
- **6.1.12.HistoryCC.4.a:**Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during

the 19th century.

- **6.1.12.HistoryUP.4.a:Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.**
- **6.1.12.HistoryUP.4.b:Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.**
- **6.1.12.HistoryCC.4.b:Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.**
- **6.1.12.HistoryCA.4.c:Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.**
- **6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.**
- **6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).**
- **6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.**
- **6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).**
- **6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.**
- **6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.\**

#### **Interdisciplinary**

- **CCSS-ELA - Literacy in History/Social Sciences**
  - CCSS.ELA-LITERACY.RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
  - CCSS.ELA-LITERACY.RH.9-10.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **Career Readiness, Life Literacies, and Key Skills**
  - 9.4.12.CI.1 - Demonstrate the ability to reflect, analyze and use creative skills and ideas.

**Theme → Conflict and Resolution**

**Central Concept(s)/Content Addressed**

Era 2. Revolution and New Nation:

- Impact of Revolution on Women, African Americans, and Native Americans
- Development and contributions of pre-Civil War black communities.
- Role of Women → Republican Motherhood

Era 3. Expansion and Reform (1801–1861)

- Growth of Antebellum Reform → Relative Success/Failures:
  - Temperance
  - Women's Movement → Seneca Falls

- Abolition & Growth of Antislavery Movement (Amistad)
  - Evidence and arguments for/against slavery
- Education

Era 4: Civil War and Reconstruction (1850-1877)

- Causes
- Impact of Geography on Conflict
- Wartime Ideas → Emancipation Proclamation and Gettysburg Address
- Reconstruction Amendments
- Battle over Reconstruction

Eras 5 - 8: Women's Suffrage

Eras 5 - 8: Labor Movement

**Inquiry Question(s)**

- How has conflict shaped American society?
- In what ways has conflict helped American society advance?
- Has conflict led to change in America?
- How does change result from conflict between or within societies?

**Personal Access Point**

- **Name a recent conflict that is attempting to effect change.**
- **Increase in minimum wage**

**Contemporary Access Point**

**Amazon and Workers rights/conditions**

**Documents (Required Documents in Red)**

- [Revolution and New Nation](#)
- [Expansion and Reform](#)
- [Civil War and Reconstruction](#)
- [Women's Suffrage](#)
- [Labor Movement](#)

**Skills Developed**

- Students will describe historical events from multiple perspectives
- Students will support arguments with historical evidence drawn from primary and secondary sources.
- Students will place historical arguments into a larger scholarly narrative.
- Students will demonstrate the ability to distinguish between appropriate and inappropriate source materials.
- Students will access appropriate primary and secondary sources.
- Students will assess the reliability of sources and evaluate their content.
- Students will use sources to contextualize historical events and describe change over time



- Students will apply their skills to diverse areas and time periods of study.
- Students will utilize the crucial vocabulary of political, social, intellectual, and economic history.

### **Relationship Between Theme and American Identity**

Add as a component of summative assessment for each unit/theme.

### **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;*

#### **General Modifications for students struggling to learn:**

- 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.

#### **G/T**

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

- provide students with extension opportunities

### **504/IEP**

Modifications and accommodations must be aligned to 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 round table discussions and assignments
- Student choice embedded in projects and assessments
- Check for understanding through use of exit tickets
- Use of high interest materials such as graphs/charts, maps, artifacts, etc. to engage students
- Additional time for DBQs, projects, and assessments
- Additional time for in-class assignments
- Modeling of the DBQ process
- Reduce and condense pre-write and writing DBQ assignment requirements
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- Use of brain pop videos to supplement “Conflict and Resolution” content
- Use of Newsela to supplement “Conflict and Resolution” content

## **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

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## United States History II

### Unit 3

#### Standards - [NJSLs](#)

- **6.1.12.HistoryCC.11.c:** Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- **6.1.12.CivicsDP.13.a:** Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
- **6.1.12.EconEM.13.a:** Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
- **6.1.12.HistoryCC.13.a:** Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
- **6.1.12.HistoryCC.13.b:** Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.
- **6.1.12.HistoryCC.13.c:** Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.
- **6.1.12.HistoryCC.13.d:** Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
- **6.1.12.HistorySE.13.a:** Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
- **6.1.12.HistorySE.14.a:** Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- **6.1.12.HistorySE.14.b:** Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

#### Interdisciplinary

- **CCSS-ELA - Literacy in History/Social Sciences**
  - CCSS.ELA-LITERACY.RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
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#### Theme → Conflict and Resolution

#### Content Addressed

#### World War II (1929–1945)

- How did WWII impact social change?
  - Women, African Americans, Natives, Bracero, Workers Rights, Asian American

Civil Rights:

- Impetus for Civil Rights
- Individual and group use of economic pressure
- Compare Civil Rights Era Leadership

Women:

- Role in workforce during and after WWII
- 50s/60s Expectations & Discrimination
- Feminist Movement
- Equal Rights Amendment

Contemporary Social Movements:

- LGBTQ
  - Stonewall
- Individuals with Disabilities
  - IDEA
- Contemporary Feminism

**Inquiry Question(s)**

- How has conflict shaped American society?
- In what ways has conflict helped American society advance?
- Has conflict led to change in America?
- How does change result from conflict between or within societies?

**Personal Access Point**

- Name a recent conflict that is attempting to effect change.
- Increase in minimum wage

**Contemporary Access Point**

**Amazon and Workers rights/conditions**

**Documents**

- [World War II & Social Change](#)
- [Civil Rights](#)
- [Modern Women’s Movement](#)
- [Contemporary Social Movements](#)

**Skills Developed**

- Students will describe historical events from multiple perspectives
- Students will support arguments with historical evidence drawn from primary and secondary sources.
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- Students will assess the reliability of sources and evaluate their content.
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### **Relationship Between Theme and American Identity**

Add as a component of summative assessment for each unit/theme.

### **Tier 1 Modifications and Accommodations**

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#### **G/T**

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- Use of Newsela to supplement “Conflict and Resolution” content

### **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/>

## America and the World:

### United States History I

#### Unit 4

#### Standards - [NJSL](#)

- **6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).**
- **6.1.12.HistoryCC.6.c: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.**
- **6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.**
- **6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.**
- **6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).**
- **6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.**

#### **Interdisciplinary**

- **CCSS-ELA - Literacy in History/Social Sciences**
  - CCSS.ELA-LITERACY.RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
  - CCSS.ELA-LITERACY.RH.9-10.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **Career Readiness, Life Literacies, and Key Skills**
  - 9.4.12.CI.1 - Demonstrate the ability to reflect, analyze and use creative skills and ideas.

Theme → America and the World

**Central Concept(s)/Content Addressed**

Era 2:

- American ideals and Spread of Democracy
  - French Revolution
- Review of Monroe Doctrine

Era 6:

- Imperialism:
  - Spanish-American War
  - Territorial Acquisitions (Florida, Alaska, Hawaii, wartime)
  - Roosevelt Corollary
  - Panama Canal
  - Moral Diplomacy
  - Dollar Diplomacy
  - Treaty of Portsmouth

Era 7: The Emergence of Modern America: World War I (1890–1930)

- World War I
  - 14 Points
  - League of Nations
- Compare response in WWI to rise of Modern Authoritarian regime (ie - North Korea, Venezuela, Syria, Cuba, Iran, China)

**Inquiry Question(s)**

- How, and why, has the American role in the world evolved?
- Has America been a force for good in global affairs?

**Personal Access Point**

- In the current climate do you feel it's more important that the US focus on domestic affairs or maintain its role as a prominent world power?

**Contemporary Access Point**

Options (Select 1) → Decision to [intervene, or not, in Haiti](#), Iran, Paris Climate Accords, Withdrawal from Afghanistan, Intervention in Syria, America Role in distributing COVID vaccines worldwide

**Documents**

- [American Ideals and the Spread of Democracy](#)
- [Imperialism](#)
- [World War I](#)

**Skills Developed**

- Students will describe historical events from multiple perspectives
- Students will support arguments with historical evidence drawn from primary and secondary sources.



- Students will place historical arguments into a larger scholarly narrative.
- Students will demonstrate the ability to distinguish between appropriate and inappropriate source materials.
- Students will access appropriate primary and secondary sources.
- Students will assess the reliability of sources and evaluate their content.
- Students will use sources to contextualize historical events and describe change over time
- Students will apply their skills to diverse areas and time periods of study.
- Students will utilize the crucial vocabulary of political, social, intellectual, and economic history.

**Relationship Between Theme and American Identity**

Add as a component of summative assessment for each unit/theme.

**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;*

**General Modifications for students struggling to learn:**

- 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.

**G/T**

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
- provide students with extension opportunities

#### **504/IEP**

Modifications and accommodations must be aligned to 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 round table discussions and assignments
- Student choice embedded in projects and assessments
- Check for understanding through use of exit tickets
- Use of high interest materials such as graphs/charts, maps, artifacts, etc. to engage students
- Additional time for DBQs, projects, and assessments
- Additional time for in-class assignments
- Modeling of the DBQ process
- Reduce and condense pre-write and writing DBQ assignment requirements
- Allow for presentation of student knowledge through multiple means, such as drawing pictures
- Use of technology and electronic formats
- Modified historical texts and primary source readings
- Relate “America and the World” content to real life and modern experiences
- Detailed instructions for historical writings, assessments, and projects presented visually, orally, and tactilely
- Preferential seating
- Provide a copy of “America and the World” content notes
- Provide relevant and immediate feedback
- Allow for movement and discussion within historical writing assignments, projects, and assessments
- Use of brain pop videos to supplement “America and the World” content
- Use of Newsela to supplement “America and the World” content

### **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
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- 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/>

## United States History II

### Unit 4

#### Standards - [NJSLs](#)

- **6.1.12.HistoryCA.9.a:** Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- **6.1.12.HistoryCA.10.c:** Analyze how other nations responded to the Great Depression.
- **6.1.12.CivicsHR.11.a:** Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- **6.1.12.CivicsHR.11.b:** Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
- **6.1.12.HistoryCA.11.b:** Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).
- **6.1.12.HistoryCC.11.b:** Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of World War II.
- **6.1.12.HistoryCC.12.a:** Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
- **6.1.12.HistoryCC.12.b:** Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.
- **6.1.12.HistorySE.12.a:** Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
- **6.1.12.HistorySE.12.b:** Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.
- **6.1.12.HistoryCC.12.b:** Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.
- **6.1.12.HistoryCC.12.d:** Explain how the development and proliferation of nuclear weapons affected international relations.
- **6.1.12.CivicsPR.15.a:** Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.
- **6.1.12.CivicsHR.15.a:** Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
- **6.1.12.HistoryCC.15.a:** Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy
- **6.1.12.HistoryCC.15.b:** Analyze the impact of United States support for the policies and actions of

the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.

- 6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
- 6.1.12.HistorySE.15.a: Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
- 6.1.12.HistorySE.15.b: Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
- 6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

### Interdisciplinary

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Theme → America and the World

### Content Addressed

#### US II

##### Era 9/10 (Great Depression):

- Global Context of Great Depression
  - Global Statistics
  - Impact on Global Trade
  - Rise of Nazis

##### Era 11 (World War II):

- Alliances
- Cash and Carry/Lend Lease
- International Agreements
- United Nations - Formation and Policies/Actions (Security Council)
- Nuclear Proliferation

##### Era 12 (Post World War II - Cold War):

- Arms Race
- Ideological Differences
- Interventionism:
  - Korea
  - Vietnam
  - Latin America
  - China
  - Middle East

<p>Era 15 (Contemporary International Policies):</p> <ul style="list-style-type: none"> <li>- Fall of Communism</li> <li>- Pre-9/11 Middle East</li> <li>- Response to Terrorism</li> </ul>	
<p><b>Inquiry Question(s)</b></p>	
<ul style="list-style-type: none"> <li>● How, and why, has the American role in the world evolved?</li> <li>● Has America been a force for good in global affairs?</li> </ul>	
<p><b>Personal Access Point</b></p>	
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<p><b>Documents</b></p>	<p><b>Skills Developed</b></p>
<ul style="list-style-type: none"> <li>- <a href="#">Era 9/10 - Global Context of Great Depression</a></li> <li>- <a href="#">World War II</a></li> <li>- <a href="#">Cold War</a></li> <li>- <a href="#">Contemporary International Policies</a></li> </ul>	<ul style="list-style-type: none"> <li>● Students will describe historical events from multiple perspectives</li> <li>● Students will support arguments with historical evidence drawn from primary and secondary sources.</li> <li>● Students will place historical arguments into a larger scholarly narrative.</li> <li>● Students will demonstrate the ability to distinguish between appropriate and inappropriate source materials.</li> <li>● Students will access appropriate primary and secondary sources.</li> <li>● Students will assess the reliability of sources and evaluate their content.</li> <li>● Students will use sources to contextualize historical events and describe change over time</li> <li>● Students will apply their skills to diverse areas and time periods of study.</li> <li>● Students will utilize the crucial vocabulary of political, social, intellectual, and economic history.</li> </ul>
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