



Nutley Public Schools

Social Studies (US HISTORY II)

Unit #: 1 Parts A,B & C The Great Depression and World War II (1929-1945)

Summary and Rationale

This unit examines the severe challenges to the American system of representative democracy facing the nation during the 1930s and 1940s. The American understanding of freedom and liberty, and the appropriate role of government, changed during the Roosevelt administration as the New Deal programs were implemented to deal with the economic and social crisis. The American faith in freedom, for example as articulated in the “Four Freedoms”, helped inspire a nation to mobilize and persevere through the crises and challenges of World War II.

The continued growth and success of our Democratic society depends upon the strength and character of individuals. In order for our students to be equipped to meet the challenge of this changing world, we believe that the habit of life-long learning be acquired. United States History II is designed so the student is placed at the center of the learning process. The activities and material implement this process by promoting an appreciation for the foundations of this nation, as well as the rights and responsibilities of its citizens. Through the use of interactive study, simulation, cooperative projects, critical thinking and writing, problem-solving, and oral presentation within the historical framework of our curriculum, it is our goal to develop the skills, minds and spirits of each student.

A. The Great Depression and World War II: The Great Depression

The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.

B. The Great Depression and World War II: New Deal

Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy.

C. The Great Depression and World War II: World War II

The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.

Recommended Pacing

Part A- 10-12 days
Part B- 12-14 days
Part C- 22-25 days

Standards

Common Core Standards

<u>CCR</u>	<u>CCR Description</u>
RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
RH.11-12.6	Evaluate authors’ differing points of view on the same historical event or issue by assessing the

	authors' claims reasoning, and evidence.
RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
WHST.11-12.1 a-e	Write arguments focused on discipline-specific content.
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
C3 Framework Inquiry Arc	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<ul style="list-style-type: none"> • How do questions reflect enduring issues in a particular field? • 	<ul style="list-style-type: none"> • Economics • Geography • Civics • History
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<ul style="list-style-type: none"> • Why is it important to use multiple sources when researching a period or event in history? • What do various sources indicate about the bias of the writers? 	<ul style="list-style-type: none"> • How can sources and data be used to aid in writing explanations in a way that demonstrates sound reasoning, correct sequence while identifying weaknesses in argument
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<u><i>C3 Indicator</i></u>	<u><i>C3 Indicator Description</i></u>
(Indicator #)	<ul style="list-style-type: none"> • Indicator Text
D1.1.9-12	Explain how a question reflects an enduring issue in the field. <ul style="list-style-type: none"> •
D1.5.9-12	<ul style="list-style-type: none"> • Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
D2.Geo.4.9-12	Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
D2.Geo.6.9-12	<ul style="list-style-type: none"> • Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
D2.Geo.12.9-12	Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
D2.His.1.9-12	Evaluate how historical events and developments were shaped by unique circumstances

	of time and place as well as broader historical contexts.
D3.1.9-12	Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.3.9-12	Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
D4.2.9-12	Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

Standards

2014 NJ Student Learning Standards-Social Studies

<i>CPI</i>	<i>CPI Description</i>
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.A.10.a	Evaluate the arguments regarding the role of the federal government during the New Deal era.
6.1.12.A.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.
6.1.12.A.10.c	Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
6.1.12.A.11.a	Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in preventing international disputes
6.1.12.A.11.b	Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
6.1.12.A.11.c	Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
6.1.12.B.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
6.1.12.C.9.b	Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
6.1.12.C.9.c	Explain the interdependence of various parts of a market economy. (i.e., private enterprise, government programs, and the Federal Reserve System).
6.1.12.C.9.d	Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.
6.1.12.C.10.a	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
6.1.12.C.10.b	Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.

6.1.12.C.11.a	Apply opportunity cost and trade-offs to evaluate the shift in economic resources from the production of domestic to military goods during World War II, and analyze the impact of the post-war shift back to domestic production.	
6.1.12.C.11.b	Relate new wartime inventions to scientific and technological advancements in the civilian world.	
6.1.12.D.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.	
6.1.12.D.9.b	Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.	
6.1.12.D.10.a	Analyze how other nations responded to the Great Depression.	
6.1.12.D.10.b	Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.	
6.1.12.D.10.d	Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.	
6.1.12.D.11.a	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.	
6.1.12.D.11.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.	

Common Core Standards Alignment

<u>C3 Dimension</u>	<u>Common Core ELA Anchor Standards</u>	<u>Shared Language</u>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Instructional Focus

Enduring Understanding(s)

- Conflicts prompt political, social and economic change.
- The role and scope of government can change in reaction to different circumstances.
- The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.
- Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy
- Democracy guarantees individual rights and liberties.
- Military outcomes are unpredictable.
- The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan.
Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.
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Essential Questions

- • How did the growth of a consumer economy change American life?
- • Why was buying on credit/margin so appealing to Americans?
- • Is the use of credit more beneficial or more harmful to the American Economy and the American people?
- • Was the “boom” prosperous for all Americans?
- • How did the American spirit change as a result of the Great Depression?
- • Was the Great Depression inevitable?
- • Was the criticism of President Hoover justified?
- • How did United States foreign policy of the 1930’s impact world events?
- • What is the connection between WWI and WWII?
- • How did the policy of appeasement lead to WWII?
- • Should the United States have reacted sooner to the events occurring in Europe in the late 1930’s?
- • How is American involvement in foreign affairs often an ideological crusade to promote and maintain democracy?
- • What roles does propaganda play in fostering a sense of nationalism?
- • How did Japan’s island conquests indicate Pacific aggression?
- • Was the Lend-Lease Act a positive foreign policy decision for the United States?
- • How did the U boat attacks influence American public opinion?
- • Could the attack on Pearl Harbor have been prevented?
- • Was America truly neutral until the attack on Pearl Harbor?
- • How did the American people respond to Pearl Harbor?
- • Was the United States’ entry into WWII inevitable?
- • How did America’s domestic response to WWI differ from its reaction to WWII?
- • How important was the home front in the United States’ victory in WWII?
- • How can one person or a small group of individuals impact history?
- • Was the treatment of Japanese Americans during WWII justified or an unfortunate setback of basic democratic freedoms?
- • What was the significance of the dropping of the atomic bomb, then and now?
- • Was World War II justified by its results?
- • How has war transformed America’s social, cultural and economic landscape?

Themes

- Identity
- Work, Exchange, and Technology
- Peopling
- Politics and Power
- American in the World
- Environment and Geography - Physical and Human
- Ideas, Beliefs, and Culture

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Suggested Inquiries:

- How did the New Deal shape and change in role of the Federal Government?
- How is American involvement in foreign affairs often an ideological crusade to promote and maintain democracy?
- What roles does propaganda play in fostering a sense of nationalism?
- Was the dropping of the bombs on Hiroshima and Nagasaki justified?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Essays
- Debates
- Propaganda Cartoons
- Tests
- Etc....

Objectives

Students will know or learn:

The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society

The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan.

Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.

The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan.

Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.

Students will be able to:

- Analyze how the actions and policies of the United States government contributed to the Great Depression.
- Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
- Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.
- Analyze the decision to use the atomic bomb and the consequences of doing so.
- Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
- Explain the role that America played in the results of the Second World War.
- Evaluate the role propaganda played both home and abroad

Modifications

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

Integration

Technology Integration and Use of Data

- Analyze and create charts and graphs
- Use of mac books for research

Writing Integration

- Essays and reaction papers

Competencies
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Suggested Resources
<ul style="list-style-type: none">• Primary Source Documents• Maps• Charts and Graphs• Foner, Eric. <i>Give Me Liberty!</i>• <i>DBQ Project</i>



Nutley Public Schools

Social Studies (US HISTORY II)

Units #: 2 & 3

2. Post World War II: United States Foreign Affairs – The Cold War (1945- mid 1970’s)

3. Post World War II: United States Domestic Affairs –Civil Rights and Social Unrest

Summary and Rationale

The ever-evolving American understanding of freedom and liberty constitutes the common theme of this course. The Allied victory in World War II cast the United States as the defender of democracy in sharp contrast to the rise of totalitarian communist states in the Soviet Union, China, and throughout parts of Europe and Asia. The problem of how to best defend and spread a democratic world order is a central question for the study of foreign policy during this period. As the defender of freedom, the United States was challenged to realize its ideals in domestic policy, leading to the rise of the Civil Rights movement not only in the American South, but also in the northern cities and throughout the nation. The fidelity of the United States to its founding ideals of freedom and liberty is the common context of both topics in this unit.

The continued growth and success of our Democratic society depends upon the strength and character of individuals. In order for our students to be equipped to meet the challenge of this changing world, we believe that the habit of life-long learning be acquired. United States History II is designed so the student is placed at the center of the learning process. The activities and material implement this process by promoting an appreciation for the foundations of this nation, as well as the rights and responsibilities of its citizens. Through the use of interactive study, simulation, cooperative projects, critical thinking and writing, problem-solving, and oral presentation within the historical framework of our curriculum, it is our goal to develop the skills, minds and spirits of each student.

Postwar United States: Cold War-to the mid 1970’s

Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.

Postwar United States: Civil Rights and Social Change

The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.

Recommended Pacing

Unit 2- 30-32 days

Standards

Common Core Standards

<i>CCR</i>	<i>CCR Description</i>
RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
WHST.11-12.1 a-e	Write arguments focused on discipline-specific content. 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 the claim(s), counterclaims, reasons, and evidence.
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
6.1.12.A.12.a	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH. 11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
WHST. 11-12.1 a-e	Write arguments focused on discipline-specific content. 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 the claim(s), counterclaims, reasons, and evidence.
WHST. 11-12.2 a-e	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST. 11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
WHST. 11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST. 11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
How do questions reflect enduring issues in a particular field?	<ul style="list-style-type: none"> • Economics • Geography • Civics • History
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<ul style="list-style-type: none"> • Why is it important to use multiple sources when researching a period or event in history? • What do various sources indicate about the bias of the writers? 	How can sources and data be used to aid in writing explanations in a way that demonstrates sound reasoning, correct sequence while identifying weaknesses in argument?

C3 Framework Indicators (K-12 Pathways)

<u>C3 Indicator</u>	<u>C3 Indicator Description</u>
(Indicator #)	• Indicator Text
D1.1.9-12	Explain how a question reflects an enduring issue in the field.
D1.5.9-12	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
D2.Geo.4.9-12	Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
D2.Geo.6.9-12	Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
D2.Geo.12.9-12	Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
D2.His.1.9-12	Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.3.9-12	Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
D4.2.9-12	Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

Standards

2014 New Jersey Student Learning Standards- Social Studies

<u>CPI</u>	<u>CPI Description</u>
6.1.12.A.12. a	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the

	Cuban Missile Crisis, and the Vietnam War.	
6.1.12.A.12. b	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.	
6.1.12.B.12. a	Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post-World War II period.	
6.1.12.C.12. a	Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.	
6.1.12.C.12. b	Assess the impact of agricultural innovation on the world economy.	
6.1.12.C.12. c	Analyze how scientific advancements impacted the national and global economies and daily life.	
6.1.12.D.12. a	Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.	
6.1.12.D.12. b	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.	
6.1.12.D.12. c	Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.	
6.1.12.C.13. b	Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.	
6.1.12.C.13. d	Relate American economic expansion after World War II to increased consumer demand.	
6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.	
6.1.12.A.13.c	Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.	
6.1.12.B.13.a	Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.	
6.1.12.C.13.a	Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.	
6.1.12.C.13.b	Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.	
6.1.12.C.13.c	Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.	
6.1.12.C.13.d	Relate American economic expansion after World War II to increased consumer demand.	
6.1.12.D.13.a	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.	
6.1.12.D.13.b	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.	
6.1.12.D.13.d	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.	
6.1.12.D.12.d	Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.	
6.1.12.D.12.e	Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.	

Common Core Standards Alignment

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7	Analysis, Argument, Evidence, Questioning

	Anchor Speaking and Listening Standard 1	
	Anchor Language Standard 6	
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10	Argument, Sources, Evidence, Claims, Counterclaims, Gather
	Anchor Speaking and Listening Standard 1	
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility
	Anchor Speaking and Listening Standards 1-6	

Instructional Focus

Enduring Understanding(s)

- Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.
- The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.
- Technological advancements influence and change society.
- There are social, political and economic reasons for war and conflict.
- Civil liberties are often restricted during times of crisis.
- Attempts to gain equality and foster change often lead to conflict and violence.
- Cultural norms and values change as society progresses.

Essential Questions

- * Do ideological differences lead to conflict ?
- * How can a democracy balance personal freedoms and national security?
- • Was containment an effective policy to thwart communist expansion?
- • Should the United States have feared internal communist subversion in the 1950's?
- • Should the United States have fought "limited wars" to contain communism? (Korean Police Action)
- • Was the primary threat from the USSR military or ideological – that is, was the danger that the Soviet army would invade Western Europe or that more people would be attracted to communist ideas?
- • Is civil disobedience the best way to achieve racial equality? Is violence or non-violence the most effective way to achieve social change?
- • Did the Civil Rights Movement of the 1960's effectively change the nation?
- • Do the ideas of the 1960's still have relevance today?
- • Did the Civil Rights movement beginning in the 1950's expand democracy for all Americans?
- • How did African Americans use the courts and nonviolent protest in their battle for equality?
- How can one person or a small group of individuals impact history?
- How can the media influence public opinion and diplomatic decisions?
- Did the "Great Society" programs fulfill their promises?
- Did the Warren and Burger Supreme Courts expand or undermine the concept of civil liberties?
- • Did American presidents have valid reasons to fight a war in Vietnam?
- • Why would American involvement in Vietnam be described as a "quagmire"?
- • Can domestic protest affect the outcome of war?
- • Should the president be able to wage war without congressional authorization?
- • Did Nixon's strategy to get the United States out of Vietnam work?
- • Did the turbulence of the 1960's and 1970's bring about positive change?
- • Did the war in Vietnam bring a domestic revolution in the United States?

Themes

- Identity
- Work, Exchange, and Technology
- Peopling

- Politics and Power
- American in the World
- Environment and Geography - Physical and Human
- Ideas, Beliefs, and Culture

Suggested Inquiries:

- How can a democracy balance personal freedoms and national security?
- Is civil disobedience the best way to achieve racial equality? Is violence or non-violence the most effective way to achieve social change?
- Do the ideas of the 1960's still have relevance today?
- Should the United States have fought 'limited wars' to contain communism?
- Did the turbulence of the 1960's and 1970's bring about positive change?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Research Papers
- Essays
- Political Cartoons
- Debates
- Tests
- Etc..

Objectives

Students will know or learn:

- Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.

* The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.

* Attempts to gain equality and foster change often leads to conflict and violence.

Students will be able to:

- 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.
- Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post-World War II period.
- Integrate information from primary and secondary sources into a coherent understanding of the passive resistance and militant response philosophies as they relate to the Civil Rights movement.

Modifications

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

Integration

Technology Integration and Use of Data

- Charts
- Graphs
- Maps
- Mac Books
- iPad Research

- Chromebook/MacBook Collaboration/Research
- Presentation Technologies
- Performance Matters Writing skill analysis

Writing Integration

- Essays
- Reaction Papers
- Argument Essays

Competencies

- Collaboration
- Communication
- Research
- Problem Solving
- Self and Global Awareness

Suggested Resources

- Regular integration of primary and secondary source documents into classroom instruction.
- Foner, Eric. *Give Me Liberty!*
- *DBQ Project*



Nutley Public Schools

Social Studies United States History II

Unit #:4

Unit Title: The 1970's Nixon, Ford & Carter

Summary and Rationale

The decade of the 1970s witnessed a domestic political crisis as Americans questioned the efficacy of their institutions in the wake of the Watergate scandal. Economic challenges exacerbated what President Carter labeled a “national malaise”, setting the stage for the ascendancy of Ronald Reagan and the rebirth of the conservative political movement. This unit will examine both the domestic and foreign policy challenges facing the United States following Watergate and the end of the Vietnam War.

The continued growth and success of our Democratic society depends upon the strength and character of individuals. In order for our students to be equipped to meet the challenge of this changing world, we believe that the habit of life-long learning be acquired. United States History II is designed so the student is placed at the center of the learning process. The activities and material implement this process by promoting an appreciation for the foundations of this nation, as well as the rights and responsibilities of its citizens. Through the use of interactive study, simulation, cooperative projects, critical thinking and writing, problem-solving, and oral presentation within the historical framework of our curriculum, it is our goal to develop the skills, minds and spirits of each student.

Recommended Pacing

Unit 4- 22-25 days

Standards

2014 New Jersey Student Learning Standards- Social Studies

<i>CPI</i>	<i>CPI Description</i>
6.1.12.D.13. d	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
6.1.12.D.13. f	Relate the changing role of women in the labor force to changes in family structure.
6.1.12.A.14. a	Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
6.1.12.A.14. b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
6.1.12.A.14. h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
6.1.12.A.14. a	Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
6.1.12.A.14. b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
6.1.12.A.15. b	Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
6.1.12.A.15. c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

6.1.12.A.15. d	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
6.1.12.A.15. e	Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.
6.1.12.A.15. f	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
6.1.12.B.15. a	Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
6.1.12.C.15. a	Relate the role of America's dependence on foreign oil to its economy and foreign policy.
6.1.12.C.15. b.	Assess economic priorities related to international and domestic needs, as reflected in the national budget.

C3 Framework Inquiry Arc	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<ul style="list-style-type: none"> Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. Explain how essential questions concerning the causes of imperialism, resistance, political organization, and modernization are linked to important issues and themes in world history. Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. Identify points of agreement and disagreement among scholars and participants in historical events regarding the causes and consequences of imperialism, the efficacy of non-Western responses, and the relationship between modernization and Westernization. <ul style="list-style-type: none"> Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry. 	<ul style="list-style-type: none"> Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during the nineteenth and early twentieth centuries. Explain the role of governments and institutions (ex. property rights, rule of law) in establishing a market economy in developing countries, and why advancements and investment in technology, capital goods, and human capital can increase economic growth and the standard of living. Apply geospatial tools and analysis to issues of political and economic crises and change, and to the diffusion of peoples, goods, and ideas (ex. economic disparities and relationships between imperial powers and their colonies, the diffusion of Western ideas to colonies and other areas of the globe). Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<ul style="list-style-type: none"> Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and 	<ul style="list-style-type: none"> Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. Critique the strengths and weaknesses of presented

utility. <ul style="list-style-type: none"> Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims. 	solutions to inquiries. <p>Possible examples include:</p> <ul style="list-style-type: none"> Informative and argumentative essays Debates
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C3 Framework Indicators (K-12 Pathways)

<u>C3 Indicator</u>	<u>C3 Indicator Description</u>
(Indicator #)	<ul style="list-style-type: none"> Indicator Text
D1.1.9-12.	<ul style="list-style-type: none"> Explain how a question reflects an enduring issue in the field.
D1.2.9-12.	<ul style="list-style-type: none"> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.
D1.3.9-12.	<ul style="list-style-type: none"> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.9-12.	<ul style="list-style-type: none"> Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
D1.5.9-12.	<ul style="list-style-type: none"> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
D2.Civ.1.9-12.	<ul style="list-style-type: none"> Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
D2.Civ.3.9-12.	<ul style="list-style-type: none"> Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
D2.Civ.5.9-12.	<ul style="list-style-type: none"> Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
D2.Civ.6.9-12.	<ul style="list-style-type: none"> Critique relationships among governments, civil societies, and economic markets.
D2.Civ.7.9-12.	<ul style="list-style-type: none"> Apply civic virtues and democratic principles when working with others.
D2.Civ.8.9-12.	<ul style="list-style-type: none"> Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
D2.Civ.10.9-12.	<ul style="list-style-type: none"> Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
D2.Civ.12.9-12.	<ul style="list-style-type: none"> Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
D2.Civ.13.9-12.	<ul style="list-style-type: none"> Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
D2.Civ.14.9-12.	<ul style="list-style-type: none"> Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
D2.Eco.1.9-12.	<ul style="list-style-type: none"> Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
D2.Eco.6.9-12.	<ul style="list-style-type: none"> Generate possible explanations for a government role in markets when market inefficiencies exist.
D2.Eco.8.9-12.	<ul style="list-style-type: none"> Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
D2.Geo.1.9-12.	<ul style="list-style-type: none"> Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.9-12.	<ul style="list-style-type: none"> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
D2.Geo.5.9-12.	<ul style="list-style-type: none"> Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
D2.Geo.11.9-12.	<ul style="list-style-type: none"> Evaluate how economic globalization and the expanding use of scarce resources

	contribute to conflict and cooperation within and among countries.
D2.His.1.9-12.	<ul style="list-style-type: none"> Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.2.9-12.	<ul style="list-style-type: none"> Analyze change and continuity in historical eras.
D2.His.3.9-12.	<ul style="list-style-type: none"> Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
D2.His.4.9-12.	<ul style="list-style-type: none"> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
D2.His.5.9-12.	<ul style="list-style-type: none"> Analyze how historical contexts shaped and continue to shape people's perspectives.
D2.His.6.9-12.	<ul style="list-style-type: none"> Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
D2.His.9.9-12.	<ul style="list-style-type: none"> Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.10.9-12.	<ul style="list-style-type: none"> Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
D2.His.11.9-12.	<ul style="list-style-type: none"> Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.12.9-12.	<ul style="list-style-type: none"> Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
D2.His.13.9-12.	<ul style="list-style-type: none"> Critique the appropriateness of the historical sources used in a secondary interpretation.
D2.His.14.9-12.	<ul style="list-style-type: none"> Analyze multiple and complex causes and effects of events in the past.
D2.His.15.9-12.	<ul style="list-style-type: none"> Distinguish between long-term causes and triggering events in developing a historical argument.
D2.His.16.9-12.	<ul style="list-style-type: none"> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
D3.1.9-12.	<ul style="list-style-type: none"> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.9-12.	<ul style="list-style-type: none"> Evaluate the credibility of a source by examining how experts value the source.
D3.3.9-12.	<ul style="list-style-type: none"> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
D4.1.9-12.	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
D4.2.9-12.	Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
D4.3.9-12.	Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.9-12.	Critique the use of claims and evidence in arguments for credibility.
D4.5.9-12.	Critique the use of the reasoning, sequencing, and supporting details of explanations.
D4.6.9-12.	Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
D4.7.9-12.	Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
D4.8.9-12.	Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Common Core Standards Alignment		
<u>C3 Dimension</u>	<u>Common Core ELA Anchor Standards</u>	<u>Shared Language</u>
Dimension 1: Developing	Anchor Reading Standard 1	Questioning, Argument,

Questions and Planning Inquiries	Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

Integration of Technology

Standard x.x

CPI # Cumulative Progress Indicator (CPI)

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Instructional Focus

Enduring Understanding(s)

- Civilizations, including democracies, choose imperfect leaders.
- Technological advancements influence and change society.
- The role and scope of government can change in reaction to different circumstances.
- Military and foreign conflict outcomes are unpredictable.
- The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies

Essential Questions

- How does corruption and dishonesty in government impact public opinion and shape policy?
- Why would some people describe Nixon’s time in the White House as the imperial presidency? Did it permanently scar the Presidency?
- Was the Watergate scandal a sign of strength or weakness in the United States’ system of government?
- How has the role of the United States in the world changed over time?
- How does America promote, but also hinder, the growth of democracy?
- How have industrialization and technology transformed the social, cultural and economic landscape of the United States?
- How do economic factors, such as “stagflation”, affect domestic policy? Do Americans really vote with their wallets and pocketbooks?
- Why did “stagflation” so confound Keynesian economists?
- Can it be said that the 1970’s were a time when the United States lost power and influence in the world?
- Did the United States involvement in the Middle East help reduce tension or create greater tension?

Themes

- Identity
- Work, Exchange, and Technology
- Peopling
- Politics and Power
- American in the World
- Environment and Geography - Physical and Human
- Ideas, Beliefs, and Culture

Suggested Inquiries:

- Did the turbulence of the 1970's bring about positive change?
- How has the role of the United States in the world changed over time?
- How does America promote, but also hinder, the growth of democracy?
- How does corruption and dishonesty in government impact public opinion and shape policy?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Capstone Project (Communication – Expression of Self)
- Self Reflection/Evaluation
- Research Papers
- Essays
- Political Cartoons
- Debates
- Tests
- Etc..

Objectives

Students will know or learn:

- Civilizations, including democracies, choose imperfect leaders.
- Technological advancements influence and change society.
- The role and scope of government can change in reaction to different circumstances.
- Military and foreign conflict outcomes are unpredictable.
- The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.

Students will be able 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.
- Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
- Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
- Assess economic priorities related to international and domestic needs, as reflected in the national budget.
- Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.
- Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
- Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.

Modifications

Modified documents (ex. *Read Like a Historian* resources), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Google Docs
- Online collaboration during conduct of inquiries
- Use of presentation technology

Writing Integration

- Essays

- Reaction Papers
- Argument Essays

Competencies

- Collaboration
- Communication
- Research
- Problem Solving

Suggested Resources

- Regular integration of primary and secondary source documents into classroom instruction.
- Foner, Eric. *Give Me Liberty!*
- *DBQ Project*



Nutley Public Schools

Social Studies United States History II

Unit #:5

Unit Title: Reagan, Bush & Clinton

Summary and Rationale

This unit examines the changes in both domestic and foreign policy following the end of the Cold War. Commencing with the collapse of the Soviet empire during the Reagan administration, this unit then examines American attempts to establish the nature of the subsequent world order. The rise of the conservative movement will provide context to the study of domestic politics during both Republican and Democratic administrations. As with every unit, attention will be given to the evolving American understanding of freedom and liberty.

The continued growth and success of our Democratic society depends upon the strength and character of individuals. In order for our students to be equipped to meet the challenge of this changing world, we believe that the habit of life-long learning be acquired. United States History II is designed so the student is placed at the center of the learning process. The activities and material implement this process by promoting an appreciation for the foundations of this nation, as well as the rights and responsibilities of its citizens. Through the use of interactive study, simulation, cooperative projects, critical thinking and writing, problem-solving, and oral presentation within the historical framework of our curriculum, it is our goal to develop the skills, minds and spirits of each student.

Recommended Pacing

Unit 5- 22-25 days

Standards

2014 NJ Student Learning Standards-Social Studies

<i>CPI</i>	<i>CPI Description</i>
6.1.12.A.15. a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.
6.1.12.A.15. b	Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
6.1.12.A.15. c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
6.1.12.A.15. d	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
6.1.12.A.15. e	Analyze the impact of United States support for the policies and actions of the United Nations And other international organizations.
6.1.12.A.15. f	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
6.1.12.B.15. a	Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
6.1.12.C.15. a	Relate the role of America's dependence on foreign oil to its economy and foreign policy.
6.1.12.C.15. b.	Assess economic priorities related to international and domestic needs, as reflected in the national budget.
6.1.12.D.15. a	Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights

	and prevent the violation of human rights with actions taken by the United States.
6.1.12.D.15. b.	Compare the perspectives of other nations and the United States regarding United States foreign policy.
6.1.12.D.15. c	Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
6.1.12.A.14. h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
6.1.12.D.15. b.	Compare the perspectives of other nations and the United States regarding United States foreign policy.
6.1.12.D.15. c	Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
6.1.12.D.15. d	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.

C3 Framework Inquiry Arc	
<i>Dimension 1 – Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<ul style="list-style-type: none"> • Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. • Explain how essential questions concerning the causes of imperialism, resistance, political organization, and modernization are linked to important issues and themes in world history. • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify points of agreement and disagreement among scholars and participants in historical events regarding the causes and consequences of imperialism, the efficacy of non-Western responses, and the relationship between modernization and Westernization. <ul style="list-style-type: none"> • Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry. 	<ul style="list-style-type: none"> • Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during the nineteenth and early twentieth centuries. • Explain the role of governments and institutions (ex. property rights, rule of law) in establishing a market economy in developing countries, and why advancements and investment in technology, capital goods, and human capital can increase economic growth and the standard of living. • Apply geospatial tools and analysis to issues of political and economic crises and change, and to the diffusion of peoples, goods, and ideas (ex. economic disparities and relationships between imperial powers and their colonies, the diffusion of Western ideas to colonies and other areas of the globe). • Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>

<ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility. • Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims. 	<ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. • Critique the strengths and weaknesses of presented solutions to inquiries. <p>Possible examples include:</p> <ul style="list-style-type: none"> • Informative and argumentative essays • Debates
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C3 Framework Indicators (K-12 Pathways)

<u>C3 Indicator</u>	<u>C3 Indicator Description</u>
(Indicator #)	• Indicator Text
D1.1.9-12.	• Explain how a question reflects an enduring issue in the field.
D1.2.9-12.	• Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.
D1.3.9-12.	• Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.9-12.	• Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
D1.5.9-12.	• Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
D2.Civ.1.9-12.	• Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
D2.Civ.3.9-12.	• Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
D2.Civ.5.9-12.	• Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
D2.Civ.6.9-12.	• Critique relationships among governments, civil societies, and economic markets.
D2.Civ.7.9-12.	• Apply civic virtues and democratic principles when working with others.
D2.Civ.8.9-12.	• Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
D2.Civ.10.9-12.	• Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
D2.Civ.12.9-12.	• Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
D2.Civ.13.9-12.	• Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
D2.Civ.14.9-12.	• Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
D2.Eco.1.9-12.	• Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
D2.Eco.6.9-12.	• Generate possible explanations for a government role in markets when market inefficiencies exist.
D2.Eco.8.9-12.	• Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
D2.Geo.1.9-12.	• Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.9-12.	• Use maps, satellite images, photographs, and other representations to explain

	relationships between the locations of places and regions and their political, cultural, and economic dynamics.
D2.Geo.5.9-12.	<ul style="list-style-type: none"> Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
D2.Geo.11.9-12.	<ul style="list-style-type: none"> Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
D2.His.1.9-12.	<ul style="list-style-type: none"> Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.2.9-12.	<ul style="list-style-type: none"> Analyze change and continuity in historical eras.
D2.His.3.9-12.	<ul style="list-style-type: none"> Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
D2.His.4.9-12.	<ul style="list-style-type: none"> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
D2.His.5.9-12.	<ul style="list-style-type: none"> Analyze how historical contexts shaped and continue to shape people's perspectives.
D2.His.6.9-12.	<ul style="list-style-type: none"> Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
D2.His.9.9-12.	<ul style="list-style-type: none"> Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.10.9-12.	<ul style="list-style-type: none"> Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
D2.His.11.9-12.	<ul style="list-style-type: none"> Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.12.9-12.	<ul style="list-style-type: none"> Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
D2.His.13.9-12.	<ul style="list-style-type: none"> Critique the appropriateness of the historical sources used in a secondary interpretation.
D2.His.14.9-12.	<ul style="list-style-type: none"> Analyze multiple and complex causes and effects of events in the past.
D2.His.15.9-12.	<ul style="list-style-type: none"> Distinguish between long-term causes and triggering events in developing a historical argument.
D2.His.16.9-12.	<ul style="list-style-type: none"> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
D3.1.9-12.	<ul style="list-style-type: none"> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.9-12.	<ul style="list-style-type: none"> Evaluate the credibility of a source by examining how experts value the source.
D3.3.9-12.	<ul style="list-style-type: none"> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
D4.1.9-12.	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
D4.2.9-12.	Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
D4.3.9-12.	Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.9-12.	Critique the use of claims and evidence in arguments for credibility.
D4.5.9-12.	Critique the use of the reasoning, sequencing, and supporting details of explanations.
D4.6.9-12.	Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
D4.7.9-12.	Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

D4.8.9-12.	Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.
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Common Core Standards Alignment

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility

Interdisciplinary Connections

Standard x.x

CPI #	Cumulative Progress Indicator (CPI)
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Integration of Technology

Standard x.x

CPI #	Cumulative Progress Indicator (CPI)
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Instructional Focus

Enduring Understanding(s)

- The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.
- Differing views on government’s role in social and economic issues led to greater partisanship in government decision-making.
- The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.

Essential Questions

- • Where there significance differences between Keynesians economics and Reaganomics?
- • Does the United States have a fair and effective immigration policy?
- • Should the United States restrict foreign trade?
- • Has racial equality and harmony been achieved by the end of the 20th century?
- • How is ethnic pride different from assimilation?
- • Were the 1980's a time of revolutionary change?
- • Should a president be permitted to conduct a covert foreign policy?
- • Did the policies of the Reagan administration strengthen or weaken the U.S.?
- • Should human rights and morality be the cornerstones of U.S. foreign policy?
- • Were Presidents Reagan and Bush responsible for the collapse of the Soviet Union and the end of the Cold War?
- • Did the U.S. win the Cold War?
- • Is the Cold War over?
- • Are peace and stability in the Middle East vital to the United States' economy and national security?
- • Should the U.S. have fought a war against Iraq to liberate Kuwait?
- • Should Bill Clinton be considered an effective president?
- • Should a president be impeached for ethical lapses and moral improprieties?

- • Can the United States maintain its unprecedented prosperity?
- • Should federal surplus be used to repay the government's debts or given back to the people in tax cuts?
- • Have welfare reforms done more harm than good?
- • Is economic growth the key to a successful presidency?
- • Has decreasing party loyalty among voters significantly affected the political arena?
- • Is it the responsibility of the U.S. today to be the world's "policeman"?
- • Can global terrorism be stopped?
- • Should the U.S. still support the use of economic sanctions against Iraq?
- • Should the U.S. use military force to support democracy in Eastern Europe?
- • Is the world safer since the end of the Cold War?
- • Should Americans be optimistic about the future?
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Themes

- Identity
- Work, Exchange, and Technology
- Peopling
- Politics and Power
- American in the World
- Environment and Geography - Physical and Human
- Ideas, Beliefs, and Culture

Suggested Inquiries:

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Capstone Project (Communication – Expression of Self)
- Self Reflection/Evaluation
- Research Papers
- Essays
- Political Cartoons
- Debates
- Tests
- Etc..

Objectives

Students will know or learn:

- The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.
- Differing views on government's role in social and economic issues led to greater partisanship in government decision-making.
- The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.

Students will be able to:

- • Compare the perspectives of other nations and the United States regarding United States foreign policy.
- • Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- • Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
- • 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.

- • 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.
- • Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
- • Compare the perspectives of other nations and the United States regarding United States foreign policy.
- • Relate the role of America's dependence on foreign oil to its economy and foreign policy.
- Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
- • Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.

Modifications

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Google Docs
- Online collaboration during conduct of inquiries
- Use of presentation technology

Writing Integration

- Essays
- Reaction Papers
- Argument Essays

Competencies

- Collaboration
- Communication
- Research
- Problem Solving

Suggested Resources

- Regular integration of primary and secondary source documents into classroom instruction.
- Foner, Eric. *Give Me Liberty!*
- *DBQ Project*



Nutley Public Schools

Social Studies United States History II

Unit #: 6

Unit Title: Contemporary Issues in United States History

Summary and Rationale

The American experiment with liberty and representative democracy is an ongoing experiment. This unit looks at how the American understanding of freedom and liberty continues to evolve and inform contemporary politics and events. The unit will look at the rise of the partisan divide based on competing visions of America, as well as recent presidential administrations. America's continuing role as the dominant world power and the challenges of confronting a globalized economy and the threats of terrorism will also be examined.

Recommended Pacing

Unit 6-12-15 days

Standards

2014 New Jersey Student Learning Standards- Social Studies

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

<i>CPI</i>	<i>CPI Description</i>
6.1.12.D.15. d	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
6.1.12.D.15. b	Compare the perspectives of other nations and the United States regarding United States foreign policy
6.1.12.A.16. a	Determine the impact of media and technology on world politics during this time period.
6.1.12.A.16. b	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
6.1.12.A.16. c	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
6.1.12.B.16. a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.
6.1.12.C.16. a	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
6.1.12.C.16. b	Predict the impact of technology on the global workforce and on entrepreneurship.
6.1.12.C.16. c	Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
6.1.12.D.16. a	Analyze the impact of American culture on other world cultures from multiple perspectives.

6.1.12.D.16. b	Explain how and why technology is transforming access to education and educational practices worldwide.
6.1.12.D.16. c	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
C3 Framework Inquiry Arc	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. • Explain how essential questions concerning social, political and economic freedoms are linked to important issues and themes in contemporary United States History. • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify points of agreement and disagreement among scholars and sources in regarding the contemporary role of the United States in the world.. • Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry. 	<p>Students will:</p> <ul style="list-style-type: none"> • Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during/regarding contemporary United States History. • Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry. • Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to the common themes of United States History. • Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility. • Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims. 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. • Critique the strengths and weaknesses of presented solutions to inquiries. • Possible examples include: <ul style="list-style-type: none"> ○ Informative and argumentative essays ○ Debates ○ Role playing (ex. advisor advocating reforms) ○ Harkness Tables ○ Creation of interactive digital maps and graphical presentations.
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<u><i>C3 Indicator</i></u>	<u><i>C3 Indicator Description</i></u>
D1.1.9-12.	<ul style="list-style-type: none"> • Explain how a question reflects an enduring issue in the field.
D1.2.9-12.	<ul style="list-style-type: none"> • Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.
D1.3.9-12.	<ul style="list-style-type: none"> • Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

D1.4.9-12.	<ul style="list-style-type: none"> Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
D1.5.9-12.	<ul style="list-style-type: none"> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
D2.Civ.1.9-12.	<ul style="list-style-type: none"> Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
D2.Civ.2.9-12.	<ul style="list-style-type: none"> Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
D2.Civ.3.9-12.	<ul style="list-style-type: none"> Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
D2.Civ.4.9-12.	<ul style="list-style-type: none"> Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
D2.Civ.5.9-12.	<ul style="list-style-type: none"> Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
D2.Civ.6.9-12.	<ul style="list-style-type: none"> Critique relationships among governments, civil societies, and economic markets.
D2.Civ.7.9-12.	<ul style="list-style-type: none"> Apply civic virtues and democratic principles when working with others.
D2.Civ.8.9-12.	<ul style="list-style-type: none"> Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
D2.Civ.9.9-12.	<ul style="list-style-type: none"> Use appropriate deliberative processes in multiple settings.
D2.Civ.10.9-12.	<ul style="list-style-type: none"> Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
D2.Civ.11.9-12.	<ul style="list-style-type: none"> Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
D2.Civ.12.9-12.	<ul style="list-style-type: none"> Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
D2.Civ.13.9-12.	<ul style="list-style-type: none"> Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
D2.Civ.14.9-12.	<ul style="list-style-type: none"> Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
D2.Eco.1.9-12.	<ul style="list-style-type: none"> Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
D2.Eco.2.9-12.	<ul style="list-style-type: none"> Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
D2.Eco.3.9-12.	<ul style="list-style-type: none"> Analyze the ways in which incentives influence what is produced and distributed in a market system.
D2.Eco.4.9-12.	<ul style="list-style-type: none"> Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
D2.Eco.5.9-12.	<ul style="list-style-type: none"> Describe the consequences of competition in specific markets.
D2.Eco.6.9-12.	<ul style="list-style-type: none"> Generate possible explanations for a government role in markets when market inefficiencies exist.
D2.Eco.7.9-12.	<ul style="list-style-type: none"> Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
D2.Eco.8.9-12.	<ul style="list-style-type: none"> Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
D2.Eco.9.9-12.	<ul style="list-style-type: none"> Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
D2.Eco.10.9-12.	<ul style="list-style-type: none"> Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.
D2.Eco.11.9-12.	<ul style="list-style-type: none"> Use economic indicators to analyze the current and future state of the economy.
D2.Eco.12.9-12.	<ul style="list-style-type: none"> Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.
D2.Eco.13.9-12.	<ul style="list-style-type: none"> Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

D2.Eco.14.9-12.	<ul style="list-style-type: none"> Analyze the role of comparative advantage in international trade of goods and services.
D2.Eco.15.9-12.	<ul style="list-style-type: none"> Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
D2.Geo.1.9-12.	<ul style="list-style-type: none"> Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.9-12.	<ul style="list-style-type: none"> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
D2.Geo.3.9-12.	<ul style="list-style-type: none"> Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
D2.Geo.4.9-12.	<ul style="list-style-type: none"> Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
D2.Geo.5.9-12.	<ul style="list-style-type: none"> Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
D2.Geo.6.9-12.	<ul style="list-style-type: none"> Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
D2.Geo.7.9-12.	<ul style="list-style-type: none"> Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
D2.Geo.8.9-12.	<ul style="list-style-type: none"> Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
D2.Geo.9.9-12.	<ul style="list-style-type: none"> Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
D2.Geo.10.9-12.	<ul style="list-style-type: none"> Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
D2.Geo.11.9-12.	<ul style="list-style-type: none"> Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
D2.Geo.12.9-12.	<ul style="list-style-type: none"> Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
D2.His.1.9-12.	<ul style="list-style-type: none"> Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.2.9-12.	<ul style="list-style-type: none"> Analyze change and continuity in historical eras.
D2.His.3.9-12.	<ul style="list-style-type: none"> Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
D2.His.4.9-12.	<ul style="list-style-type: none"> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
D2.His.5.9-12.	<ul style="list-style-type: none"> Analyze how historical contexts shaped and continue to shape people's perspectives.
D2.His.6.9-12.	<ul style="list-style-type: none"> Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
D2.His.7.9-12.	<ul style="list-style-type: none"> Explain how the perspectives of people in the present shape interpretations of the past.
	<ul style="list-style-type: none"> D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
D2.His.9.9-12.	<ul style="list-style-type: none"> Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.10.9-12.	<ul style="list-style-type: none"> Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
D2.His.11.9-12.	<ul style="list-style-type: none"> Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.12.9-12.	<ul style="list-style-type: none"> Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
D2.His.13.9-12.	<ul style="list-style-type: none"> Critique the appropriateness of the historical sources used in a secondary interpretation.
D2.His.14.9-12.	<ul style="list-style-type: none"> Analyze multiple and complex causes and effects of events in the past.
D2.His.15.9-12.	<ul style="list-style-type: none"> Distinguish between long-term causes and triggering events in developing a historical

	argument.
D2.His.16.9-12.	<ul style="list-style-type: none"> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
D2.His.17.9-12.	<ul style="list-style-type: none"> Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
D3.1.9-12.	<ul style="list-style-type: none"> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.9-12.	<ul style="list-style-type: none"> Evaluate the credibility of a source by examining how experts value the source.
D3.3.9-12.	<ul style="list-style-type: none"> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
D3.4.9-12.	<ul style="list-style-type: none"> Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
D4.1.9-12.	<ul style="list-style-type: none"> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
D4.2.9-12.	<ul style="list-style-type: none"> Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
D4.3.9-12.	<ul style="list-style-type: none"> Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.9-12.	<ul style="list-style-type: none"> Critique the use of claims and evidence in arguments for credibility.
D4.5.9-12.	<ul style="list-style-type: none"> Critique the use of the reasoning, sequencing, and supporting details of explanations.
D4.6.9-12.	<ul style="list-style-type: none"> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
D4.7.9-12.	<ul style="list-style-type: none"> Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
D4.8.9-12.	<ul style="list-style-type: none"> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Common Core Standards Alignment		
<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility
Interdisciplinary Connections		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	

Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understanding(s)	
<p>Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.</p> <p>The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.</p>	
Essential Questions	
<p>Has the U.S. done enough to help alleviate suffering around the world?</p> <p>Is the war on drugs winnable?</p> <p>Are current methods of punishment effective in deterring crime?</p> <p>Does the media wield too much power?</p> <p>Is there any hope for the inner city?</p> <p>Should the U.S. reduce current immigration rates?</p> <p>Should English be the official language of the United States?</p> <p>Has the government neglected its senior citizens?</p> <p>Does gun control reduce violent crime?</p> <p>How has 9/11 changed America?</p> <p>Does the United States government have the right to withhold information from the American people in the name of security and defense? If so, when?</p>	
Themes	
<ul style="list-style-type: none"> • Identity • Work, Exchange, and Technology • Peopling • Politics and Power • American in the World • Environment and Geography - Physical and Human • Ideas, Beliefs, and Culture 	
Suggested Inquiries:	
<ul style="list-style-type: none"> • As we progress into the 21st Century, how has the role of the United States in the world changed? • How does America promote, but also hinder, the growth of democracy? 	
Evidence of Learning (Assessments – parenthetical notes reference competencies)	
<ul style="list-style-type: none"> • Capstone Project (Communication – Expression of Self) • Self Reflection/Evaluation • Research Papers • Essays • Political Cartoons • Debates • Formal assessments 	
Objectives	
<p>Students will know or learn:</p> <p>Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.</p> <p>The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.</p> <p>Students will be able to:</p> <p>Analyze the impact of American culture on other world cultures from multiple perspectives.</p>	

Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
Determine the impact of media and technology on world politics during this time period.
Compare the perspectives of other nations and the United States regarding United States foreign policy.
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.

Modifications

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

Writing Integration

- Argumentative and informative essays.

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

- Foner, Eric. *Give Me Liberty!*
- *DBQ Project*
- Primary and secondary source documents to be added as teachers and students pilot the curriculum.