Course Description

United States History II Advanced Placement is a full-year course designed to provide students with content, practical knowledge of U.S. history, practice in critical thinking activities, and experience in effective writing techniques that will better prepare them for not only the AP Exam, but also their future educational areas.

Concepts and ideas such as examining and evaluating the desire to match European imperial expansion, progressivism, war, various economic and political systems such as capitalism, communism and socialism, democracy and others will be discussed and studied in depth. Students will be expected to synthesize and evaluate such information, as well as consider the development and impact of economics, technology, geography, and human rights on US history. As well, the course will explore United States foreign policy and students will develop personal conclusions and formulate policy statements. In doing so, students will make connections between the past and present and learn to make informed decisions as productive citizens in local, national, and global communities.

Students will enhance their critical thinking, analyzing and synthesizing skills often through document analysis along with document based question (DBQs) and open answer essay writing. Additionally, the use of maps, charts, time lines and other visual aids will be utilized and skills such as creating power points and outlining and essay writing will be developed.
## AP U.S. History II

### PACING CHART

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>A Changing America</td>
<td>6 Weeks</td>
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<tr>
<td>Unit 2</td>
<td>Boom and Bust: The roaring twenties, Great Depression and New Deal</td>
<td>6 Weeks</td>
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<tr>
<td>Unit 3</td>
<td>The World at War: World War II</td>
<td>6 Weeks</td>
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<tr>
<td>Unit 4</td>
<td>Post-war United States</td>
<td>6 Weeks</td>
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<tr>
<td>Unit 5</td>
<td>Modern History- Vietnam War and Civil Rights through topics facing the world today</td>
<td>6 Weeks</td>
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<tr>
<td>Educational Technology Standards</td>
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- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
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<tbody>
<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
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<table>
<thead>
<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
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<tbody>
<tr>
<td>Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation</td>
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<table>
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<tr>
<th>CRP3. Attend to personal health and financial well-being.</th>
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<tbody>
<tr>
<td>Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
</tr>
</tbody>
</table>
**Career Ready Practices**

**CRP4. Communicate clearly and effectively and with reason.**
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**CRP5. Consider the environmental, social and economic impacts of decisions.**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP12. **Work productively in teams while using cultural global competence.**
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
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<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
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<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
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<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
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<td></td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
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<tr>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
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<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
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<tr>
<td>Audio-taped books</td>
<td>Read directions aloud</td>
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<td>Color code materials</td>
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**Tests/Quizzes/Grading**

- Extended time
- Study guides
- Shortened tests
- Read directions aloud

**Behavior/Attention**

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback
### Enrichment

**Accommodate Based on Students Individual Needs: Strategies**

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
New Jersey Core Curriculum Content Standards 9-12

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.

Civics, Government, and Human Rights
6.1.12.A.13.a: Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey’s Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
6.1.12.A.13.b: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
6.1.12.A.14.c: Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
6.1.12.A.14.d: Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
6.1.12.A.14.e: Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.
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.

Geography, People, and the Environment
6.1.12.B.13.a: Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.
6.1.12.B.14.a: Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

**Economics, Innovation, and Technology**

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.

**History, Culture, and Perspectives**

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.
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.c: Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
6.1.12.D.13.d: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
6.1.12.D.13.e: Explain why the Peace Corps was created and how its role has evolved over time.
6.1.12.D.13.f: Relate the changing role of women in the labor force to changes in family structure.
6.1.12.D.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
6.1.12.D.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.
**Common Core State Standards**

**Key Ideas and Details**
CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-LITERACY.RH.9-10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**Craft and Structure**
CCSS.ELA-LITERACY.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
CCSS.ELA-LITERACY.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**Integration of Knowledge and Ideas**
CCSS.ELA-LITERACY.RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**Text Type and Purposes**
CCSS.ELA-LITERACY.WHST.9-10.1: Write arguments focused on discipline-specific content.
CCSS.ELA-LITERACY.WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**Production and Distribution of Writing**
CCSS.ELA-LITERACY.WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-LITERACY.WHST.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Research to Build and Present Knowledge

CCSS.ELA-LITERACY.WHST.9-10.7: 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.

CCSS.ELA-LITERACY.WHST.9-10.8: 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.
Grade: 11  
Unit: V  
Approximately 6 weeks  
Topic: Modern History- This unit focuses on modern times starting with the Vietnam War and Civil Rights and ending with topics facing the world today, such as terrorism.


<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
</table>
| Evaluate the military and political events of the Vietnam War and impact on life in the U.S. | Who were the Vietminh and what were they fighting for? | Cicero: Perspectives of the Vietnam War  
Students will read and compare varying perspectives on the Vietnam War. | Cicero: Perspectives of the Vietnam War  
http://cicerosystems.com/history/unit/cold-war/content/3717/6404 | ELA: Reinforce writing skills by constructing and editing writing tasks, both their own and their classmates. |
https://www.sascurrucu.mpathways.com/portal/launch?id=38 | SAS Curriculum Pathways: Johnson and the Cold War  
https://www.sascurrucu.mpathways.com/portal/launch?id=38 | ELA: Reinforce skills of reading and interpreting informational text and responding to questions about their reading. |
| CCSS: RH.9-10.1; RH.9-10.2; RH.9-10.4; WHST.9-10.1; WHST.9-10.2; WHST.9-10.7; WHST.9-10.8 | What was the Gulf of Tonkin Resolution? | History.com:  
http://www.history.com/topics/vietnam-war | History.com:  
<p>| | What were reasons for the escalation of U.S. involvement in Vietnam? | | | |
| | What military tactics and weapons were used by the U.S. forces? | | | |</p>
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<tr>
<td>What was the impact of the war on American society?</td>
<td>SAS Curriculum Pathways: Johnson and the Cold War Students will use computers and the internet to complete an interactive activity online. Students will be evaluating primary sources.</td>
<td>PBS: Battlefield Vietnam <a href="http://www.pbs.org/battlefieldvietnam/history/">http://www.pbs.org/battlefieldvietnam/history/</a></td>
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<td>Explain the draft policies of the Vietnam War?</td>
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<td>What was the Tet offensive?</td>
<td>Tactic and Weapons Jigsaw Students will be broken up into groups and will be responsible for researching and learning about different military tactics as well as weapons that are going used in the Vietnam War.</td>
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<td>What led to the end to the U.S. involvement in Vietnam?</td>
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<td>Describe and explain the African American struggle for civil rights during the 1950’s and 1960’s.</td>
<td>What was the impact of Plessy v. Ferguson?</td>
<td>Venn Diagram: Martin Luther King Jr. and Malcolm X Students will create a Venn Diagram that explores the similarities and differences between Martin Luther King Jr. and Malcolm X.</td>
<td>History.com <a href="http://www.history.com/topics/black-history/civil-rights-movement">http://www.history.com/topics/black-history/civil-rights-movement</a></td>
<td>ELA: Reinforce writing skills by constructing and editing writing tasks, both their own and their classmates.</td>
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| 6.1.12.D.13.a 6.1.12.D.13.b      | What happened in the Brown v. Board of Education case?                               | **Interview a Civil Rights Leader:** Students will pretend that they are a reporter who is writing a story on the civil rights leaders. They will select one person, complete research on that person and then write out what questions they would ask as well as how the person would respond to the questions. | Civil Rights Movement Veterans: http://www.crmvet.org  
National Park Service http://www.nps.gov/nr/travel/civilrights/ | **ELA:** Reinforce skills of reading and interpreting informational text and responding to questions about their reading. |
| CCSS: RH.9-10.1; RH.9-10.2; RH.9-10.4; RH.9-10.6 WHST.9-10.1; WHST.9-10.2; WHST.9-10.7; WHST.9-10.8 | What caused the Montgomery Bus Boycott?                                             | **Cicero Guided Reading:** Montgomery Bus Boycott  
Students will complete guided reading activity by on the Montgomery Bus Boycott. They will read the passage and answer the questions that accompany it. http://cicerosystems.com/history/unit/cold-war/content/1870/3882 | | |
<p>|                                  | How did young people respond to Martin Luther King Jr.’s leadership?                 |                                                                                   |                                                |                                |
|                                  | What was SNCC?                                                                     |                                                                                   |                                                |                                |
|                                  | What forms of protest were used?                                                   |                                                                                   |                                                |                                |
|                                  | What caused the division in the civil rights movement?                             |                                                                                   |                                                |                                |
|                                  | Who was Malcolm X and what were his beliefs?                                       |                                                                                   |                                                |                                |
|                                  | What was the legacy of the Civil Rights Movement?                                 |                                                                                   |                                                |                                |</p>
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<tr>
<td>Discuss the women’s movement for civil rights and equal opportunities.</td>
<td>Who were key players in the women’s movement?</td>
<td><strong>Cicero Guided Reading:</strong> Equal Rights Amendment Students will complete guided reading activity by on the Equal Rights Amendment. They will read the passage and answer the questions that accompany it. <a href="http://cicerosystems.com/history/unit/cold-war/content/3714/6394">http://cicerosystems.com/history/unit/cold-war/content/3714/6394</a></td>
<td><strong>American Feminist Movement:</strong> <a href="https://tavaana.org/en/content/1960s-70s-american-feminist-movement-breaking-down-barriers-women">https://tavaana.org/en/content/1960s-70s-american-feminist-movement-breaking-down-barriers-women</a> <strong>PBS:</strong> <a href="http://www.pbs.org/wgbh/amex/pill/peopleevents/e_lib.html">http://www.pbs.org/wgbh/amex/pill/peopleevents/e_lib.html</a> <strong>U.S. House of Representatives</strong> <a href="http://history.house.gov/Exhibitions-and-Publications/WIC/Historical-Essays/No-Lady/Womens-Rights/">http://history.house.gov/Exhibitions-and-Publications/WIC/Historical-Essays/No-Lady/Womens-Rights/</a> <strong>Feminist movement</strong> <a href="http://www.feministmovement.net">http://www.feministmovement.net</a></td>
<td><strong>ELA:</strong> Reinforce writing skills by constructing and editing writing tasks, both their own and their classmates. <strong>ELA:</strong> Reinforce skills of reading and interpreting informational text and responding to questions about their reading.</td>
</tr>
<tr>
<td>Standards</td>
<td>What factors led to the rise of the women’s movement in the 1960s?</td>
<td><strong>Essay:</strong> Students will write an essay that discusses the idea of the Equal Rights Amendment. Though it was not passed in 1972, why hasn’t there been another Equal Rights Amendment since then?</td>
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<td>CCSS: RH.9-10.1; RH.9-10.2; RH.9-10.4; WHST.9-10.1; WHST.9-10.2; WHST.9-10.7; WHST.9-10.8</td>
<td>Who formed the National Organization for Women and what were their goals?</td>
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<td>What was <em>Roe v. Wade</em> and why was it important to women?</td>
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<td></td>
<td>Was the women’s movement successful?</td>
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<td><strong>NJDOE Student Learning Objectives</strong></td>
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<td><strong>Sample Activities</strong></td>
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<td>Explain modern day social issues.</td>
<td>How has the idea of terrorism impacted American culture?</td>
<td><strong>Debate:</strong> Students will be broken up into two groups and will be given time to discuss and prepare arguments and then the following day participate in the debate. The question: Should Roe v. Wade decision be overturned?</td>
<td><strong>Immigration Policy Center</strong> <a href="http://www.immigrationpolicy.org/just-facts/how-united-states-immigration-system-works-fact-sheet">http://www.immigrationpolicy.org/just-facts/how-united-states-immigration-system-works-fact-sheet</a></td>
<td><strong>ELA:</strong> Reinforce writing skills by constructing and editing writing tasks, both their own and their classmates.</td>
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<td>CCSS: RH.9-10.1; RH.9-10.2; RH.9-10.4; WHST.9-10.1; WHST.9-10.2; WHST.9-10.7; WHST.9-10.8</td>
<td>What role does the environment play in modern politics?</td>
<td><strong>Comparison Chart:</strong> Students will create comparison charts of different popular political issues and which parties are associated with those issues.</td>
<td><strong>Environmental Protection Agency</strong> <a href="http://www.epa.gov">http://www.epa.gov</a></td>
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<td>What are modern day immigration policies?</td>
<td><strong>Cicero: Comparing Perspectives</strong> Students will read different perspectives on a topic, such as the Iraq War. They will read all accounts and then answer the questions that accompany the reading.</td>
<td><strong>United States Senate</strong> <a href="https://www.senate.gov/reference/reference_index_subjects/Political_Parties_vrd.htm">https://www.senate.gov/reference/reference_index_subjects/Political_Parties_vrd.htm</a></td>
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<td>What are major issues of the modern day political parties?</td>
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<td>Who are modern day heroes and how do they differ from those in the past?</td>
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Amistad Additional Resources

The state of New Jersey has an Amistad Commission Interactive Curriculum for grades K-12.
http://www.njamistadcurriculum.net/

All New Jersey educators with a school email address have access to the curriculum free of charge. Registration can be found on the homepage of the NJ Amistad Curriculum. All Paterson public school Social Studies teachers should create a login and password.

The topics covered in the Amistad curriculum are embedded within our curricula units. The Amistad Commission Interactive Curriculum units contain the following topics:

1. Social Studies Skills
2. Indigenous Civilization (1000-1600)
3. Ancient Africa (3000-1492)
4. The emerging Atlantic World (1200-1700)
5. Establishment of a New Nation and Independence to Republic (1600-1800)
6. The Constitution and Continental Congress (1775-1800)
7. The Evolution of a New Nation State (1801-1860)
8. The Civil War and Reconstruction (1861-1877)
9. Post Reconstruction and the origins of the Progressive Era
10. America Confronts the 20th Century and the emergent of Modern America (1901-1920)
11. America In the 1920s and 1930s, Cultural, Political, and Intellectual, Development, and The New Deal, Industrialization and Global Conflict (1921-1945)

The Amistad Commission Interactive Curriculum contains the following resources for a teachers use that aligns with the topics covered:
All Resources on the NJ Amistad Curriculum website site are encouraged and approved by the district for use.
Vocabulary

Brown v. Board of Ed
SCLC
sit-in
Civil Rights Act of 1964
black power
feminism
Equal Rights Amendment
Clean Air Act
Vietminh
Gulf of Tonkin Resolution
Agent Orange
Tet Offensive

Montgomery Bus Boycott
SNCC
Freedom Ride
Voting Rights Act of 1965
Bay of Pigs invasion
NOW
counterculture
Clean Water Act
Geneva Accords
saturation bombing
napalm
integration
nonviolent protest
filibuster
black nationalism
Cuban Missile Crisis
Roe v. Wade
EPA
domino theory
Viet Cong
fragmentation bombs
Ho Chi Minh Trail

DBQ (Required)

Students will complete DBQ from *Mini-Q's in History*. The topic of the DBQ for this unit is:

- Should the U.S. Drill for Oil in Alaska’s Wilderness?

DBQ resources are available from supervisor.
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<th>Unit Project (Suggested)</th>
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<td><strong>Comparing Presidents:</strong> Students will be completing a comparison research project. They will have to select 2 presidents from the 20th century. They will have to research both of them and then create a project that compares the two.</td>
<td><strong>Best of Presentation:</strong> Students will have to look back at the last century or so and select 8 of the most influential events to research and present to the class. They will have to create a PowerPoint or Prezi presentation and tie each event to our life today.</td>
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