



## United States History II

Unit	Objectives	Standards	Resources
Benchmark	To test student knowledge and ability to apply the curriculum to their society.	<p><b>NJ: 2014 SLS: Social Studies</b>  <b>NJ: Grades 9-12</b></p> <hr/> <p><b>A. Civics, Government, and Human Rights</b>  <b>6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</b></p> <p>6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.</p> <p>6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	<p>American Journey Textbook</p> <p>Pathways to the Present Textbook</p> <p>YouTube videos</p> <p>American Pageant Textbook</p> <p>Allsides.com</p>
Amistad	For students to appreciate the significance of the Amistad Case and its role in the Abolition Movement.	<p><b>NJ: 2020 SLS: Social Studies</b>  <b>NJ: End of Grade 12</b></p> <hr/>	<p><a href="https://www.history.com/topics...">https://www.history.com/topics...</a></p>

		<p><b>6.1 U.S. History: America in the World: Era 3. Expansion and Reform (1801–1861)</b>  <b>Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</b></p> <p>6.1.12. CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.</p> <p><b>NJ: 2014 SLS: Social Studies</b>  <b>NJ: Grades 9-12</b></p> <hr/> <p><b>A. Civics, Government, and Human Rights</b>  <b>Expansion and Reform (1801-1861)</b></p> <p>6.1.12.A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	<p><a href="https://www.history.com/topics...">https://www.history.com/topics...</a></p> <p>Various Youtube Clips</p> <p>Allsides.com</p>
<p>LGBTQ</p>	<p>For students to understand the importance of including the LGBTQ Community in our society and affording them the same civil rights that all people should enjoy and be entitled to.</p>	<p><b>NJ: 2020 SLS: Social Studies</b>  <b>NJ: End of Grade 5</b></p> <hr/> <p><b>6.1 U.S. History: America in the World: Civics, Government, and Human Rights</b>  <b>Democratic Principles</b>  <b>Fundamental rights that</b></p>	<p><a href="#">Equality Magazine Human Rights Campaign Foundation Overview</a></p> <p>LGBTQ</p>

For students to understand the importance of including the LGBTQ Community in our society and affording them the same civil rights that all people should enjoy and be entitled to.

C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum.

1. A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

C.18A:35-4.36 Policies, procedures pertaining to inclusive instructional materials.

2. A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of section 1 of this act. When

**allow democratic societies to function can be seen at all levels of government in society.**

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

**Human and Civil Rights  
It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.**

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

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<https://www.teach.lgbt/>

<https://www.glsen.org/activity/inclusive-curriculum-guide>

adopting instructional materials for use in the schools of the district, a board of education shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate.

3. This act shall take effect immediately and shall first apply to the 2020-2021 school year.

Approved January 31, 2019.

**STANDARDS LISTED HERE  
BECAUSE THEY ARE NOT  
AVAILABLE YET IN "THE CHOOSE  
STANDARDS": APPROVED BY NJ  
LEGISLATURE JANUARY 31, 2019**

C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum.

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	<p>disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.</p> <p>C.18A:35-4.36 Policies, procedures pertaining to inclusive instructional materials.</p> <p>2. A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of section 1 of this act. When adopting instructional materials for use in the schools of the district, a board of education shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate.</p> <p>3. This act shall take effect immediately and shall first apply to the 2020-2021 school year.</p> <p>Approved January 31, 2019.</p> <p><a href="#">LGBTQ Curriculum.docx</a></p>		
Review	For students to review the end of last year, which concluded with the WW1 Curriculum	<p><b>NJ: 2020 SLS: Social Studies</b>  <b>NJ: End of Grade 12</b></p> <hr/> <p><b>6.1 U.S. History: America in the World: Era 7. The Emergence of Modern</b></p>	<p>American Journey Textbook</p> <p>Pathways to the Present Textbook</p>

**America: World War I (1890–1930)**

**Advancements in technology, investments in capital goods, and human capital increase productivity, economic growth, and standards of living.**

6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.

**Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.**

6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.

6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.

6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between

Youtube Video Clips

American Pageant Textbook

Apocalypse ---WWI Video Series

\*\*Other resources as related and appropriate current events arise.

6.1.12.HistoryCA.11.b:  
Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).

**NJ: 2014 SLS: Social Studies**  
**NJ: Grades 9-12**

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**A. Civics, Government, and Human Rights**

**The Emergence of Modern America (1890-1930)**

6.1.12.A.7.a Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.

**D. History, Culture, and Perspectives**

**The Emergence of Modern America (1890-1930)**

6.1.12.D.7.a Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.

6.1.12.D.7.b Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American

		<p>foreign policy during World War I.</p> <p>6.1.12.D.7.c Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p>The Roaring Twenties</p>	<p>Students demonstrate understanding of how gender, class, ethnic, religious, regional, and other group identities changed in different eras. In particular, students can analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness.</p> <p>Students demonstrate how changes in migration and population patterns affected American life. In particular, students can explain how and why debates over immigration to the United States have changed since the turn of the twentieth century.</p> <p>Students demonstrate understanding of how and why changes in moral, philosophical, and cultural values affected the U.S. history. In particular, students can analyze the role of culture and the arts in nineteenth and twentieth century movements for social and political change (CUL-6) and explain how and why “modern” cultural values and popular culture have grown since</p>	<p><b>NJ: 2020 SLS: Social Studies</b>  <b>NJ: End of Grade 12</b></p> <hr/> <p><b>6.1 U.S. History: America in the World: Era 6. The Emergence of Modern America: Progressive Reforms (1890–1930)</b>  <b>Governments and financial institutions influence monetary and fiscal policies.</b></p> <p>6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.</p> <p><b>There are multiple and complex causes and effects of historical events.</b></p> <p>6.1.12.HistoryCC.6.b: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk</p>	<p>American Pageant, AP® Edition, 16th Edition</p> <p>American Journey Textbook</p> <p>Pathways to the Present Textbook</p> <p>Ultimate Guide to the Presidents Video Series, History Channel</p> <p>Century Series Video Collection</p> <p>Various YouTube Clips</p> <p>Allsides.com</p> <p><b>**Other resources as related and appropriate current events arise.</b></p>

the early twentieth century and how they have affected American politics and society.

Students will demonstrate how large corporations came to dominate the US economy as it increasingly focused on the production of consumer goods, driven by new technologies and manufacturing techniques.

Students will demonstrate how the United States continued its transition from a rural, agricultural society to an urban industrial one and offered new economic opportunities for women, and international migrants who continued to flock to the United States.

Students will demonstrate understanding of labor strikes, postwar racial strife, and the first "red scare" which legitimized attacks on radicals and immigrants.

Students will describe how several acts of Congress established highly restrictive immigration quotas

Students will describe how technological change, modernization and changing demographics led to increased political and cultural conflict.

Students will describe how the rise of an urban, industrial society encouraged the development of a variety of cultural expressions for migrant, regional, and African American artists.

Students will describe how the rise of an urban, industrial society contributed to

Strike) and the United States during this period.

**Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.**

6.1.12.HistoryCC.6.c:  
Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.

**6.1 U.S. History: America in the World: Era 8. The Emergence of Modern America: Roaring Twenties (1890–1930)**

**The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems. Human rights serve as a foundation for democratic beliefs and practices.**

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation

the national culture by making shared experiences more possible through art, cinema and the mass media.

Describe how growth and consolidation of large corporations transformed American society and the nations economy even as business cycle fluctuations became increasingly more severe.

Describe how the United States in the years following WWI maintained isolationism and pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order.

of the human rights of individuals and groups.

**Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production.**

6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.

**Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.**

6.1.12.EconNM.8.a: Analyze the push-pull factors that led to the Great Migration.

**There are multiple and complex causes and effects of events from the past.**

6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.

6.1.12.History CC.8.b: Relate government policies to the

prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.

**Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.**

6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

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6.1.12.GeoGM.6.a: Determine materials and finding new

**(1890–1930)**

**Human settlement activities impact the environmental and cultural characteristics of specific places and regions.**

6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.

**6.1 U.S. History: America in the World: Era 9. The Great Depression and World War II: The Great Depression (1929–1945)**

**The Great Depression resulted from government**

spending and use other policies to restore the country's economic health.

6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).

**There are multiple and complex causes and effects of historical events.**

6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.

**Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.**

6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.

**Complex interacting factors influence people's perspective**

6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.

**6.1 U.S. History: America in the World: Era 10. The Great**

<p>Holocaust</p>	<p>For students to appreciate the causes and impact of the Holocaust.</p>	<p><b>NJ: 2020 SLS: Social Studies</b>  <b>NJ: End of Grade 12</b></p> <hr/> <p><b>6.1 U.S. History: America in the World: Era 11. The Great Depression and World War II: World War II (1929–1945)</b>  <b>Governments around the world support universal human rights to varying degrees.</b></p> <p>6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the</p>	<p>Holocaust Curriculum Universal9-12.docx.webloc</p> <p>Various YouTube Videos</p> <p><i>La Vida Bella Film</i>—DVD from Netflix</p> <p>Scenes from <i>Schindler's List</i></p>

violation of human rights that occurred during the Holocaust and other genocides.

**To better understand the historical perspective, one must consider historical context.**

6.1.12.HistoryCC.11.d:  
Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

**6.2 World History: Global Studies: Era 4. Half-Century of Crisis and Achievement: The Era of the Great Wars Governments around the world support universal human rights to varying degrees.**

6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.

**NJ: 2014 SLS: Social Studies  
NJ: Grades 9-12**

**A. Civics, Government, and Human Rights  
The Great Depression and World War II (1929-1945)**

American Pageant, AP® Edition, 16th Edition

American Journey Textbook

Pathways to the Present Textbook

Ultimate Guide to the Presidents Video Series, History Channel

Century Series Video Collection

Various YouTube Clips

Allsides.com

\*\*Other resources as related and appropriate current events arise.

		<p>6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p> <p><b>D. History, Culture, and Perspectives</b>  <b>The Great Depression and World War II (1929-1945)</b></p> <p>6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p> <p>6.1.12.D.11.e Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p>World War II</p>	<p>Describe the migration during WWII as a result of the need for wartime production</p> <p>Describe how involvement in WWII vaulted the US into global political and military prominence and transformed the relationship between the US and the rest of the world</p>	<p><b>NJ: 2020 SLS: Social Studies</b>  <b>NJ: End of Grade 12</b></p> <p><b>6.1 U.S. History: America in the World: Era 11. The Great Depression and World War II: World War II (1929–1945)</b>  <b>The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan.</b></p>	<p>American Pageant, AP® Edition, 16th Edition</p> <p>American Journey Textbook</p> <p>Pathways to the Present Textbook</p> <p>Ultimate Guide to the Presidents Video Series---History Channel</p>

<p>Postwar United States: Cold War ('45-'70s)</p>	<ul style="list-style-type: none"><li>• Understand the causes and timeline of the Cold War.</li><li>• Recognize the core conflict between Communism and Democracy/Capitalism.</li></ul>	<p><b>NJ: 2014 SLS: Social Studies</b> <b>NJ: Grades 9-12</b></p> <hr/> <p><b>A. Civics, Government, and Human Rights</b> <b>Postwar United States (1945 to early 1970s)</b></p>	<p><i>The American Journey</i> textbook</p> <p>Youtube.---various clips</p>

	<ul style="list-style-type: none"> <li>• Critique how concern for Communism affected life in the United States.</li> </ul>	<p>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.</p> <p>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.</p> <p>6.1.12.A.12.c Explain how the Arab-Israeli conflict influenced American foreign policy.</p> <p><b>Postwar United States (1945 to early 1970s)</b></p> <p>6.1.12.A.13.a Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., <i>Hedgepeth and Williams v. Trenton Board of Education</i>), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.</p> <p>6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e.,</p>	<p>American Pageant Textbook</p> <p>Pathways to the Present Textbook</p> <p>Ultimate Guide to the Presidents—History Channel Video Series</p> <p>Century Series---Video Collection of the Decades</p> <p>Allsides.com</p> <p>American Experience—Frontline Video--<i>McCarthy</i></p>
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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.

**The 20th Century Since 1945 (1945-Today)**

6.2.12.A.5.a Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).

6.2.12.A.5.b Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.

6.2.12.A.5.c Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.

6.2.12.A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.

6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

**B. Geography, People, and the Environment**

**Postwar United States (1945 to early 1970s)**

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.

**Postwar United States (1945 to early 1970s)**

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.13.b Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.

**The 20th Century Since 1945  
(1945-Today)**

6.2.12.B.5.a Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.

**C. Economics, Innovation,  
and Technology**

**Postwar United States (1945  
to early 1970s)**

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.

**D. History, Culture, and  
Perspectives**

**Postwar United States (1945  
to early 1970s)**

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

		<p>weapons by industrialized countries and developing countries affected international relations.</p> <p>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.</p> <p>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.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p>Civil Rights and Social Change ('45 - '70s)</p>	<ul style="list-style-type: none"> <li>• understand the implications of segregation</li> <li>• explain the key events of the Civil Rights Movement of the 1960s</li> <li>• compare and contrast the civil rights issues of the 1960s to those of modern society</li> </ul>	<p><b>NJ: 2014 SLS: Social Studies</b>  <b>NJ: Grades 9-12</b></p> <hr/> <p><b>A. Civics, Government, and Human Rights</b>  <b>Postwar United States (1945 to early 1970s)</b></p> <p>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.</p> <p>6.1.12.A.13.b Analyze the effectiveness of national</p>	<p><i>The American Journey</i></p> <p><i>American Pageant Textbook</i></p> <p>Pathways to the Present Textbook</p> <p>Various videos from Youtube</p> <p><i>Eyes on the Prize</i> Video Series</p> <p>Ultimate Guide to the Presidents—History Channel Series</p> <p>Century Series Decade Videos Collection</p> <p>Allsides.com</p>

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.

**C. Economics, Innovation, and Technology**  
**Postwar United States (1945 to early 1970s)**

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.c Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).

**D. History, Culture, and Perspectives**

**Postwar United States (1945 to early 1970s)**

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.

<p>Era 14: Domestic Policies (1970- Today)</p>	<p>For students to understand and be able to demonstrate how US Domestic Policy has evolved from the 1970s to the present.</p>	<p><b>NJ: 2014 SLS: Social Studies</b> <b>NJ: Grades 9-12</b></p> <hr/> <p><b>A. Civics, Government, and Human Rights</b> <b>Contemporary United States (1970-Today)</b></p> <p>6.1.12.A.14.a Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.</p> <p>6.1.12.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.</p> <p>6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.</p> <p>6.1.12.A.14.d Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.</p> <p>6.1.12.A.14.e Evaluate the effectiveness and fairness of the process by which national, state, and local officials are</p>	<p>American Pageant Textbook</p> <p>American Journey Textbook</p> <p>Pathways to the Present Textbook</p> <p>Allsides.com</p> <p>Ultimate Guide to the Presidents— History Channel Video Series</p> <p>Century Series Decades Video Collection</p> <p>Various YouTube Videos</p>

elected and vote on issues of public concern.

6.1.12.A.14.f Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.A.14.g Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).

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.

**Contemporary United States (1970-Today)**

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.

**6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by**

**working collaboratively to address the challenges that are inherent in living in an interconnected world.**

6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

**B. Geography, People, and the Environment  
Contemporary United States (1970-Today)**

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.

6.1.12.B.14.b Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.

6.1.12.B.14.c Evaluate the impact of individual, business,

and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

6.1.12.B.14.d Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.

**Contemporary United States (1970-Today)**

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.

**C. Economics, Innovation, and Technology**  
**Contemporary United States (1970-Today)**

6.1.12.C.14.a Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.

6.1.12.C.14.b Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy

6.1.12.C.14.c Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.

6.1.12.C.14.d Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.

**Contemporary United States (1970-Today)**

6.1.12.C.15.b. Assess economic priorities related to international and domestic needs, as reflected in the national budget.

**Contemporary United States (1970-Today)**

6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

**6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to**

**address the challenges that are inherent in living in an interconnected world.**

6.3.12.C.1 Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.

**D. History, Culture, and Perspectives**

**Contemporary United States (1970-Today)**

6.1.12.D.14.b Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.

6.1.12.D.14.c Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.

6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

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.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

**Contemporary United States (1970-Today)**

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.

**6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.**

6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting

		<p>national security and/or individual civil rights/ privacy.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
		<p>problems.</p> <p>6.1.12.A.15.c Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.</p> <p>6.1.12.A.15.e Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.</p> <p>6.1.12.A.15.f Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.</p>	<p>Various YouTube Videos</p>

**Contemporary United States  
(1970-Today)**

6.1.12.D.14.a Determine the relationship between United States domestic and foreign policies.

**Contemporary United States  
(1970-Today)**

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.

**Contemporary United States  
(1970-Today)**

6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.

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<p>Era 16: Interconnected Global Society (1970-Today)</p>	<p>For students to be able to understand and demonstrate what the main issues are that make us an international global society.</p>	<p><b>NJ: 2014 SLS: Social Studies NJ: Grades 9-12</b></p> <hr/> <p><b>A. Civics, Government, and Human Rights Contemporary United States (1970-Today)</b></p> <p>6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.</p> <p><b>6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</b></p> <p>6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.</p> <p><b>B. Geography, People, and the Environment Contemporary United States (1970-Today)</b></p> <p>6.1.12.B.15.a Evaluate the effectiveness of the United</p>	<p>American Pageant, AP® Edition, 16th Edition</p> <p>American Journey Textbook</p> <p>Pathways to the Present Textbook</p> <p>Ultimate Guide to the Presidents Video Series, History Channel</p> <p>Century Series Video Collection</p> <p>Various YouTube Clips</p> <p>Allsides.com</p> <p>**Other resources as related and appropriate current events arise.</p> <p>Link for 10 biggest global challenges: <a href="https://www.weforum.org/agenda...">https://www.weforum.org/agenda...</a></p>
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States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.

**Contemporary United States (1970-Today)**

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.

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National Geographic Link for Interconnected Issues:  
<https://www.nationalgeographic...>

