Letizia Pantoliano, Ed.D
Superintendent

Anna Vargas
Director of Curriculum
United States History & Film

PHILOSOPHY

This course is designed for students who are interested in expanding their knowledge of United States history, and in the role film and documentaries play in disseminating accurate accounts of history. The objective of this course is to challenge students to evaluate and analyze the impact and accuracy of the media’s interpretation of events on American history. Students will be encouraged to develop skills in research, critical thought, analysis and evaluation. They will also be prompted to apply their knowledge in an effort to show the relationship of past to present to future through alternative and authentic assessments. The opportunity will be provided to further examine the development and growth of our nation while nurturing a sense of patriotism.
Cumulative Progress Indicators:

By the end of Grade Twelve, students will:

6.1.12.A.1 Civics, Government, and Human Rights

1. Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
2. Analyze how gender, property ownership, religion, and legal status affected political rights.

6.1.12.B.1 Geography, People, and the Environment

1. Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.

6.1.12.C.1 Economics, Innovation, and Technology

1. Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
2. Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.

6.1.12.D.1 History, Culture, and Perspectives

1. Explain the consequences to Native American groups of the loss of their land and people.

6.1 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.

Content Statement: 1. Colonization and Settlement

North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.
6.1 America in the World

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Content Statement: 2. Revolution and the New Nation

The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices.

The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights.

Debates about individual rights, states’ rights, and federal power shaped the development of the political institutions and practices of the new Republic.

Cumulative Progress Indicators:

By the end of Grade Twelve, students will:


1. Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.
2. Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.
3. Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
4. Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
5. Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
6. Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today’s political parties.

6.1.12.B.2 Geography, People, and the Environment

1. Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
2. Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
6.1.12.C.2  Economics, Innovation, and Technology

1. Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering.
2. Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation.

6.1.12.D.2  History, Culture, and Perspectives

1. Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
2. Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
3. Relate events in Europe to the development of American trade and American foreign and domestic policies.
4. Analyze arguments for new women’s roles and rights, and explain why 18th-century society limited women’s aspirations.
5. Determine the impact of African American leaders and institutions in shaping free Black communities in the North.
Cumulative Progress Indicators:

By the end of Grade Twelve, students will:

6.1.12.A.3 Civics, Government, and Human Rights

1. Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
2. Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
3. Assess the role of geopolitics in the development of American foreign relations during this period.
4. Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
5. Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
6. Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
7. Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.
8. Analyze the various rationales provided as a justification for slavery.
9. Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.

6.1.12.B.3 Geography, People, and the Environment

1. Assess the impact of Western settlement on the expansion of United States political boundaries.
6.1.12.C.3 Economics, Innovation, and Technology

1. Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
2. Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

6.1.12.D.3 History, Culture, and Perspectives

1. Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
2. Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
3. Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
4. Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
5. Determine the impact of religious and social movements on the development of American culture, literature, and art.
6.1 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.

Content Statement: 4. Civil War and Reconstruction

The Civil War was caused by ideological, economic, and political differences about the future course of the nation.

Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

Cumulative Progress Indicators:

By the end of Grade Twelve, students will:

6.1.12.A.4 Civics, Government, and Human Rights

1. Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
2. Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
3. Evaluate how political and military leadership affected the outcome of the Civil War.
4. Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.

6.1.12.B.4 Geography, People, and the Environment

1. Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War.
2. Analyze the impact of population shifts and migration patterns during the Reconstruction period.

6.1.12.C.4 Economics, Innovation, and Technology

1. Assess the role that economics played in enabling the North and South to wage war.
2. Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
3. Explain why the Civil War was more costly to America than previous conflicts were.
6.1.12.D.4  History, Culture, and Perspectives

1. Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
2. Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people’s lives and work.
3. Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
4. Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
5. Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.
6.1 America in the World

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Content Statement: 5. The Development of the Industrial United States

Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans.

The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups.

Cumulative Progress Indicators:

By the end of Grade Twelve, students will:


1. Relate industrial growth to the need for social and governmental reforms.
2. Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
3. Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.B.5 Geography, People, and the Environment

1. Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
2. Assess the impact of rapid urbanization on the environment and on the quality of life in cities.

6.1.12.C.5 Economics, Innovation, and Technology

1. Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.
2. Compare and contrast economic development of the North, South, and West in the post-Civil War period.
3. Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

6.1.12.D.5 History, Culture, and Perspectives

1. Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.

2. Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.

3. Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

4. Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.
Cumulative Progress Indicators:

By the end of Grade Twelve, students will:


1. Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
2. Evaluate the ways in which women organized to promote government policies (i.e., abolition, women’s suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
3. Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.


1. Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
2. Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.

6.1.12.C.6 Economics, Innovation, and Technology

1. Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
2. Determine how supply and demand influenced price and output during the Industrial Revolution.
3. Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

6.1.12.D.6 History, Culture, and Perspectives

1. Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.

2. 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.

3. Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.
6.1 America in the World

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Content Statement: 7. The Emergence of Modern America: World War I

United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.

Cumulative Progress Indicators:

By the end of Grade Twelve, students will:

6.1.12.A.7  Civics, Government, and Human Rights

1. Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
2. Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.
3. Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

6.1.12.B.7  Geography, People, and the Environment

1. Explain how global competition by nations for land and resources led to increased militarism.

6.1.12.C.7  Economics, Innovation, and Technology

1. Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
2. Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.

6.1.12.D.7  History, Culture, and Perspectives

1. Evaluate the effectiveness of Woodrow Wilson’s leadership during and immediately after World War I.
2. Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
3. Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
6.1 America in the World

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Content Statement: 8. The Emergence of Modern America: Roaring Twenties

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.

Cumulative Progress Indicators:

By the end of Grade Twelve, students will:


1. Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
2. Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.
3. Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.

6.1.12.B.8  Geography, People, and the Environment

1. Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.

6.1.12.C.8  Economics, Innovation, and Technology

1. Analyze the push-pull factors that led to the Great Migration.
2. Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.

6.1.12.D.8  History, Culture, and Perspectives

1. Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
2. Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
6.1 America in the World

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Content Statement: 9. 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.

Cumulative Progress Indicators:

By the end of Grade Twelve, students will:


1. Analyze how the actions and policies of the United States government contributed to the Great Depression.

6.1.12.B.9 Geography, People, and the Environment

1. Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

6.1.12.C.9 Economics, Innovation, and Technology

1. Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country’s economic health.
2. 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.
3. Explain the interdependence of various parts of a market economy.
4. Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.

6.1.12.D.9 History, Culture, and Perspectives

1. Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
2. Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
6.1 America in the World

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Content Statement: 10. 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.

Cumulative Progress Indicators:

By the end of Grade Twelve, students will:

6.1.12.A.10 Civics, Government, and Human Rights

1. Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal.
2. 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.
3. Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

6.1.12.B.10 Geography, People, and the Environment

1. Assess the effectiveness of New Deal programs designed to protect the environment.

6.1.12.C.10 Economics, Innovation, and Technology

1. Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
2. 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.D.10 History, Culture, and Perspectives

1. Analyze how other nations responded to the Great Depression.
2. Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
3. Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.
4. Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.
Cumulative Progress Indicators:

By the end of Grade Twelve, students will:


1. Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.
2. Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
3. Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
4. Analyze the decision to use the atomic bomb and the consequences of doing so.
5. Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.B.11 Geography, People, and the Environment

1. Explain the role that geography played in the development of military strategies and weaponry in World War II.

6.1.12.C.11 Economics, Innovation, and Technology

1. 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.
2. Relate new wartime inventions to scientific and technological advancements in the civilian world.

6.1 America in the World

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Content Statement: 11. 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.

1. Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
2. Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
3. 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.
4. Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
5. 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.
6.1 America in the World

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Content Statement: 12. Postwar United States: Cold War

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

Cumulative Progress Indicators:

By the end of **Grade Twelve**, students will:


1. 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.
2. Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
3. Explain how the Arab-Israeli conflict influenced American foreign policy.

6.1.12.B.12 Geography, People, and the Environment

1. 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 Economics, Innovation, and Technology

1. Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
2. Assess the impact of agricultural innovation on the world economy.
3. Analyze how scientific advancements impacted the national and global economies and daily life.
4. Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

6.1.12.D.12 History, Culture, and Perspectives

1. Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
2. Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

3. Evaluate how the development of nuclear weapons by industrialized countries and developing counties affected international relations.

4. Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.

5. Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.
6.1 America in the World

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Content Statement: 13. 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.

Cumulative Progress Indicators:

By the end of Grade Twelve, students will:


1. 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.
2. 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.
3. 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 Geography, People, and the Environment

1. Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.
2. Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.

6.1.12.C.13 Economics, Innovation, and Technology

1. 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.
2. Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.
3. Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.
4. Relate American economic expansion after World War II to increased consumer demand.

6.1.12.D.13 History, Culture, and Perspectives

1. Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
2. Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
3. 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.
4. 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.
5. Explain why the Peace Corps was created and how its role has evolved over time.
6. Relate the changing role of women in the labor force to changes in family structure.
Cumulative Progress Indicators:

By the end of Grade Twelve, students will:


1. Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
2. Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
3. Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
4. Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
5. 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. Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
7. 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).
8. Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.

6.1.12.B.14 Geography, People, and the Environment

1. Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
2. Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.

3. 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.

4. Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.

**6.1.12.C.14 Economics, Innovation, and Technology**

1. 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.

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

3. 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.

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

**6.1.12.D.14 History, Culture, and Perspectives**

1. Determine the relationship between United States domestic and foreign policies.

2. Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.

3. Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.

4. 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.

5. Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

6. Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
Cumulative Progress Indicators:

By the end of **Grade Twelve**, students will:


1. 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.
2. Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
3. Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
4. Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
5. Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.

**6.1.12.B.15 Geography, People, and the Environment**

1. 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 Economics, Innovation, and Technology**

1. Relate the role of America’s dependence on foreign oil to its economy and foreign policy.
2. Assess economic priorities related to international and domestic needs, as reflected in the national budget.

**6.1 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.

**Content Statement: 15. Contemporary United States: International Policies**

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.
6.1.12.D.15 History, Culture, and Perspectives


2. Compare the perspectives of other nations and the United States regarding United States foreign policy.

3. 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.

4. 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.
Cumulative Progress Indicators:

By the end of Grade Twelve, students will:


1. Determine the impact of media and technology on world politics during this time period.
2. 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.
3. 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 Geography, People, and the Environment

1. 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 Economics, Innovation, and Technology

1. Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
2. Predict the impact of technology on the global workforce and on entrepreneurship.
3. Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.

6.1.12.D.16 History, Culture, and Perspectives

1. Analyze the impact of American culture on other world cultures from multiple perspectives.
2. Explain how and why technology is transforming access to education and educational practices worldwide.

6.1 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.

Content Statement: 16. Contemporary United States: Interconnected Global Society

Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.
3. 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.
COURSE OUTLINE:
The following curriculum areas and instructional activities should be utilized during the course of study:

### 6.1: America in the World

**Content Statement: 1. Colonization and Settlement**

<table>
<thead>
<tr>
<th>Students Will:</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1.12.A.1  Civics, Government, and Human Rights</strong></td>
<td>• Use technology to research the era to gain a better understanding of the film</td>
</tr>
<tr>
<td>1. Explain how British North American colonies adapted the British governance</td>
<td>• Create a set of notes to aid understanding while watching the film</td>
</tr>
<tr>
<td>structure to fit their ideas of individual rights, economic growth, and</td>
<td>• Discussions, including class and small group</td>
</tr>
<tr>
<td>participatory government.</td>
<td>• Creation of songs, poems, movie scripts, and/or stories</td>
</tr>
<tr>
<td>2. Analyze how gender, property ownership, religion, and legal status affected</td>
<td>• Comparison of documentary/film with facts learned in school</td>
</tr>
<tr>
<td>political rights.</td>
<td>• Creation of concept maps, lists, and/or graphs to aid in further understanding</td>
</tr>
<tr>
<td><strong>6.1.12.B.1  Geography, People, and the Environment</strong></td>
<td>• Watch and answer focus questions about</td>
</tr>
<tr>
<td>1. Relate regional geographic variations (e.g., climate, soil conditions,</td>
<td>The Last of the Mohicans</td>
</tr>
<tr>
<td>and other natural resources) to economic development in the New World.</td>
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</tr>
<tr>
<td><strong>6.1.12.C.1  Economics, Innovation, and Technology</strong></td>
<td></td>
</tr>
<tr>
<td>1. Explain how economic ideas and the practices of mercantilism and capitalism</td>
<td></td>
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<tr>
<td>conflicted during this time period.</td>
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<tr>
<td>2. Determine the extent to which natural resources, labor systems (i.e., the</td>
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<tr>
<td>use of indentured servants, African slaves, and immigrant labor), and</td>
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<td>entrepreneurship contributed to economic development in the American</td>
<td></td>
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<tr>
<td>colonies.</td>
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</tr>
<tr>
<td><strong>6.1.12.D.1  History, Culture, and Perspectives</strong></td>
<td></td>
</tr>
<tr>
<td>1. Explain the consequences to Native American groups of the loss of their</td>
<td></td>
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<tr>
<td>land and people.</td>
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</tbody>
</table>
6.1: America in the World
Content Statement: 2. Revolution and the New Nation

<table>
<thead>
<tr>
<th>Students Will:</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1.12.A.2 Civics, Government, and Human Rights</strong></td>
<td>• Use technology to research the era to gain a better understanding of the film</td>
</tr>
<tr>
<td>1. Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.</td>
<td>• Create a set of notes to aid understanding while watching the film and/or documentary</td>
</tr>
<tr>
<td>2. Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.</td>
<td>• Discussions, including class and small group</td>
</tr>
<tr>
<td>3. Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.</td>
<td>• Creation of songs, poems, movie scripts, and/or stories</td>
</tr>
<tr>
<td>4. Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.</td>
<td>• Comparison of documentary/film with facts learned in school</td>
</tr>
<tr>
<td>5. Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.</td>
<td>• Creation of concept maps, lists, and/or graphs to aid in further understanding</td>
</tr>
<tr>
<td>6. Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today’s political parties.</td>
<td>• Watch and answer focus questions about <strong>Founding Brothers</strong></td>
</tr>
<tr>
<td></td>
<td>• <strong>The Patriot</strong></td>
</tr>
</tbody>
</table>

**6.1.12.B.2 Geography, People, and the Environment**

1. Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
2. Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

**6.1.12.C.2 Economics, Innovation, and Technology**

1. Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering.
2. Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation.

### 6.1.12.D.2 History, Culture, and Perspectives
1. Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
2. Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
3. Relate events in Europe to the development of American trade and American foreign and domestic policies.
4. Analyze arguments for new women’s roles and rights, and explain why 18th-century society limited women’s aspirations.
5. Determine the impact of African American leaders and institutions in shaping free Black communities in the North.
### 6.1: America in the World

**Content Statement**: 3. Expansion and Reform

<table>
<thead>
<tr>
<th>Students Will:</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1.12.A.3 Civics, Government, and Human Rights</strong></td>
<td>• Use technology to research the era to gain a better understanding of the film</td>
</tr>
<tr>
<td>1. Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.</td>
<td>• Create a set of notes to aid understanding while watching the film and/or documentary</td>
</tr>
<tr>
<td>2. Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.</td>
<td>• Discussions, including class and small group</td>
</tr>
<tr>
<td>3. Assess the role of geopolitics in the development of American foreign relations during this period.</td>
<td>• Creation of songs, poems, movie scripts, and/or stories</td>
</tr>
<tr>
<td>4. Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.</td>
<td>• Comparison of documentary/film with facts learned in school</td>
</tr>
<tr>
<td>5. Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.</td>
<td>• Creation of concept maps, lists, and/or graphs to aid in further understanding</td>
</tr>
<tr>
<td>6. Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.</td>
<td>• Watch and answer focus questions about Amistad</td>
</tr>
<tr>
<td>7. Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.</td>
<td></td>
</tr>
<tr>
<td>8. Analyze the various rationales provided as a justification for slavery.</td>
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<tr>
<td>9. Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.</td>
<td></td>
</tr>
</tbody>
</table>

| **6.1.12.B.3 Geography, People, and the Environment**                         |                                                                                        |
| 1. Assess the impact of Western settlement on the expansion of United States political boundaries. |                                                                                        |
6.1.12.C.3 Economics, Innovation, and Technology
1. Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
2. Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

6.1.12.D.3 History, Culture, and Perspectives
1. Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
2. Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
3. Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
4. Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
5. Determine the impact of religious and social movements on the development of American culture, literature, and art.
### 6.1: America in the World

**Content Statement: 4. Civil War and Reconstruction**

<table>
<thead>
<tr>
<th>Students Will:</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.12.A.4 Civics, Government, and Human Rights</td>
<td>• Use technology to research the era to gain a better understanding of the film</td>
</tr>
<tr>
<td>1. Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.</td>
<td>• Create a set of notes to aid understanding while watching the film and/or documentary</td>
</tr>
<tr>
<td>2. Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.</td>
<td>• Discussions, including class and small group</td>
</tr>
<tr>
<td>3. Evaluate how political and military leadership affected the outcome of the Civil War.</td>
<td>• Creation of songs, poems, movie scripts, and/or stories</td>
</tr>
<tr>
<td>4. Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.</td>
<td>• Comparison of documentary/film with facts learned in school</td>
</tr>
<tr>
<td>6.1.12.B.4 Geography, People, and the Environment</td>
<td>• Creation of concept maps, lists, and/or graphs to aid in further understanding</td>
</tr>
<tr>
<td>1. Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War.</td>
<td>• Watch and answer focus questions about</td>
</tr>
<tr>
<td>2. Analyze the impact of population shifts and migration patterns during the Reconstruction period.</td>
<td>o <em>Ken Burns’ Civil War</em></td>
</tr>
<tr>
<td>6.1.12.C.4 Economics, Innovation, and Technology</td>
<td>o <em>Gone With the Wind</em></td>
</tr>
<tr>
<td>1. Assess the role that economics played in enabling the North and South to wage war.</td>
<td>• Creation of songs, poems, movie scripts, and/or stories</td>
</tr>
<tr>
<td>2. Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.</td>
<td>• Comparison of documentary/film with facts learned in school</td>
</tr>
<tr>
<td>3. Explain why the Civil War was more costly to America than previous conflicts were.</td>
<td>• Creation of concept maps, lists, and/or graphs to aid in further understanding</td>
</tr>
</tbody>
</table>
6.1.12.D.4 History, Culture, and Perspectives
1. Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
2. Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people’s lives and work.
3. Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
4. Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
5. Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.
<table>
<thead>
<tr>
<th>Students Will:</th>
<th>Suggested Activities</th>
</tr>
</thead>
</table>
2. Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.  
3. Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. |
| 6.1.12.B.5 Geography, People, and the Environment | 1. Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.  
2. Assess the impact of rapid urbanization on the environment and on the quality of life in cities. |
| 6.1.12.C.5 Economics, Innovation, and Technology | 1. Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.  
2. Compare and contrast economic development of the North, South, and West in the post-Civil War period.  
3. Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals. |
| 6.1.12.D.5 History, Culture, and Perspectives | 1. Analyze the economic practices of various... |

- Use technology to research the era to gain a better understanding of the film  
- Create a set of notes to aid understanding while watching the film and/or documentary  
- Discussions, including class and small group  
- Creation of songs, poems, movie scripts, and/or stories  
- Comparison of documentary/film with facts learned in school  
- Creation of concept maps, lists, and/or graphs to aid in further understanding  
- Watch and answer focus questions about  
  - *Bury My Heart at Wounded Knee*  
  - *The River Ran Red*  
  - *Ellis Island*
| 1. | Evaluate business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals. |
| 2. | Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers. |
| 3. | Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations. |
| 4. | Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation. |
### 6.1.12.A.6 Civics, Government, and Human Rights

1. Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
2. Evaluate the ways in which women organized to promote government policies (i.e., abolition, women’s suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
3. Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

### 6.1.12.B.6 Geography, People, and the Environment

1. Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
2. Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.

### 6.1.12.C.6 Economics, Innovation, and Technology

1. Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
2. Determine how supply and demand influenced price and output during the Industrial Revolution.
3. Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

### Suggested Activities

- Use technology to research the era to gain a better understanding of the film
- Create a set of notes to aid understanding while watching the film and/or documentary
- Discussions, including class and small group
- Creation of songs, poems, movie scripts, and/or stories
- Comparison of documentary/film with facts learned in school
- Creation of concept maps, lists, and/or graphs to aid in further understanding
- Watch and answer focus questions about
  - *Teddy Roosevelt: An American Lion*
  - *The Jungle*
### 6.1.12.D.6 History, Culture, and Perspectives

1. Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.

2. 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.

3. Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.
### 6.1: America in the World

#### Content Statement: 7. The Emergence of Modern America: World War I

<table>
<thead>
<tr>
<th>Students Will:</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.</td>
<td>- Use technology to research the era to gain a better understanding of the film</td>
</tr>
<tr>
<td>2. Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.</td>
<td>- Create a set of notes to aid understanding while watching the film and/or documentary</td>
</tr>
<tr>
<td>3. Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.</td>
<td>- Discussions, including class and small group</td>
</tr>
</tbody>
</table>

| **6.1.12.B.7 Geography, People, and the Environment** | **6.1.12.B.7 Geography, People, and the Environment** |
| 1. Explain how global competition by nations for land and resources led to increased militarism. | - Creation of songs, poems, movie scripts, and/or stories |

| 1. Determine how technological advancements affected the nature of World War I on land, on water, and in the air. | - Comparison of documentary/film with facts learned in school |
| 2. Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I. | - Creation of concept maps, lists, and/or graphs to aid in further understanding |

| 1. Evaluate the effectiveness of Woodrow Wilson’s leadership during and immediately after World War I. | - Watch and answer focus questions about |
| 2. Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I. |   - World War I in Color |
| 3. Analyze the factors contributing to a rise in authoritarian forms of government and |   - All Quiet on the Western Front |
|   |   |
ideologies (i.e., fascism, communism, and socialism) after World War I.
### 6.1: America in the World

**Content Statement:** 8. The Emergence of Modern America: Roaring Twenties

<table>
<thead>
<tr>
<th>Students Will:</th>
<th>Suggested Activities</th>
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</thead>
</table>
| **6.1.12.A.8 Civics, Government, and Human Rights** | • Use technology to research the era to gain a better understanding of the film  
• Create a set of notes to aid understanding while watching the film and/or documentary  
• Discussions, including class and small group  
• Creation of songs, poems, movie scripts, and/or stories  
• Comparison of documentary/film with facts learned in school  
• Creation of concept maps, lists, and/or graphs to aid in further understanding  
• Watch and answer focus questions about  
  ○ *The Great Gatsby* |
| 1. Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer. | |
| 2. Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism. | |
| 3. Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations. | |
| **6.1.12.B.8 Geography, People, and the Environment** | |
| 1. Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment. | |
| **6.1.12.C.8 Economics, Innovation, and Technology** | |
| 1. Analyze the push-pull factors that led to the Great Migration. | |
| 2. Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women. | |
| **6.1.12.D.8 History, Culture, and Perspectives** | |
| 1. Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence. | |
| 2. Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values. | |
### 6.1: America in the World

**Content Statement:** 9. The Great Depression and World War II: The Great Depression

<table>
<thead>
<tr>
<th>Students Will:</th>
<th>Suggested Activities</th>
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</thead>
<tbody>
<tr>
<td>6.1.12.C.9 Economics, Innovation, and Technology</td>
<td>1. Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country’s economic health.</td>
</tr>
<tr>
<td></td>
<td>2. 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.</td>
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<td></td>
<td>3. Explain the interdependence of various parts of a market economy.</td>
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<td></td>
<td>4. Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.</td>
</tr>
<tr>
<td></td>
<td>2. Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.</td>
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<tr>
<td></td>
<td>- Use technology to research the era to gain a better understanding of the film</td>
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<tr>
<td></td>
<td>- Create a set of notes to aid understanding while watching the film and/or documentary</td>
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<tr>
<td></td>
<td>- Discussions, including class and small group</td>
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<tr>
<td></td>
<td>- Creation of songs, poems, movie scripts, and/or stories</td>
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<tr>
<td></td>
<td>- Comparison of documentary/film with facts learned in school</td>
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<tr>
<td></td>
<td>- Creation of concept maps, lists, and/or graphs to aid in further understanding</td>
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<tr>
<td></td>
<td>- Watch and answer focus questions about</td>
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<tr>
<td></td>
<td>o <em>The Great Depression</em></td>
</tr>
<tr>
<td></td>
<td>o <em>Cinderella Man</em></td>
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<td></td>
<td>o <em>Grapes of Wrath</em></td>
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</tbody>
</table>
## 6.1: America in the World

### Content Statement: 10. The Great Depression and World War II: New Deal

**Students Will:**

<table>
<thead>
<tr>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use technology to research the era to gain a better understanding of the film</td>
</tr>
<tr>
<td>Create a set of notes to aid understanding while watching the film and/or documentary</td>
</tr>
<tr>
<td>Discussions, including class and small group</td>
</tr>
<tr>
<td>Creation of songs, poems, movie scripts, and/or stories</td>
</tr>
<tr>
<td>Comparison of documentary/film with facts learned in school</td>
</tr>
<tr>
<td>Creation of concept maps, lists, and/or graphs to aid in further understanding</td>
</tr>
<tr>
<td>Watch and answer focus questions about The Great Depression</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>6.1.12.A.10 Civics, Government, and Human Rights</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal.</td>
</tr>
<tr>
<td>2. 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.</td>
</tr>
<tr>
<td>3. Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>6.1.12.B.10 Geography, People, and the Environment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assess the effectiveness of New Deal programs designed to protect the environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>6.1.12.C.10 Economics, Innovation, and Technology</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.</td>
</tr>
<tr>
<td>2. Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>6.1.12.D.10 History, Culture, and Perspectives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze how other nations responded to the Great Depression.</td>
</tr>
<tr>
<td>2. Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.</td>
</tr>
<tr>
<td>3. Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.</td>
</tr>
</tbody>
</table>
4. Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.
### 6.1: America in the World

**Content Statement: 11. The Great Depression and World War II: World War II**

<table>
<thead>
<tr>
<th>Students Will:</th>
<th>Suggested Activities</th>
</tr>
</thead>
</table>
| **6.1.12.A.11 Civics, Government, and Human Rights** | • Use technology to research the era to gain a better understanding of the film  
• Create a set of notes to aid understanding while watching the film and/or documentary  
• Discussions, including class and small group  
• Creation of songs, poems, movie scripts, and/or stories  
• Comparison of documentary/film with facts learned in school  
• Creation of concept maps, lists, and/or graphs to aid in further understanding  
• Watch and answer focus questions about  
  o *The War*  
  o *Saving Private Ryan*  
  o *American and the Holocaust*  
  o *Schindler’s List*  
  o *Dr. Strangelove* |
| 1. Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s. | |
| 2. Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time. | |
| 3. Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights. | |
| 4. Analyze the decision to use the atomic bomb and the consequences of doing so. | |
| 5. Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. | |

| **6.1.12.B.11 Geography, People, and the Environment** | |
| 1. Explain the role that geography played in the development of military strategies and weaponry in World War II. | |

| **6.1.12.C.11 Economics, Innovation, and Technology** | |
| 1. 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. | |
| 2. Relate new wartime inventions to scientific and technological advancements in the civilian world. | |

| **6.1.12.D.11 History, Culture, and Perspectives** | |
| 1. Analyze the roles of various alliances | |
2. Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.

3. 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.

4. Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

5. 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.
<table>
<thead>
<tr>
<th>6.1: America in the World</th>
<th>Content Statement: 12. Postwar United States: Cold War</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Will:</td>
<td>Suggested Activities</td>
</tr>
<tr>
<td><strong>6.1.12.A.12 Civics, Government, and Human Rights</strong></td>
<td>• Use technology to research the era to gain a better understanding of the film</td>
</tr>
<tr>
<td>1. 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.</td>
<td>• Create a set of notes to aid understanding while watching the film and/or documentary</td>
</tr>
<tr>
<td>2. Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.</td>
<td>• Discussions, including class and small group</td>
</tr>
<tr>
<td>3. Explain how the Arab-Israeli conflict influenced American foreign policy.</td>
<td>• Creation of songs, poems, movie scripts, and/or stories</td>
</tr>
<tr>
<td><strong>6.1.12.B.12 Geography, People, and the Environment</strong></td>
<td>• Comparison of documentary/film with facts learned in school</td>
</tr>
<tr>
<td>1. Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.</td>
<td>• Creation of concept maps, lists, and/or graphs to aid in further understanding</td>
</tr>
<tr>
<td><strong>6.1.12.C.12 Economics, Innovation, and Technology</strong></td>
<td>• Watch and answer focus questions about</td>
</tr>
<tr>
<td>1. Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.</td>
<td>- <em>M.A.S.H.</em></td>
</tr>
<tr>
<td>2. Assess the impact of agricultural innovation on the world economy.</td>
<td>- <em>JFK</em></td>
</tr>
<tr>
<td>3. Analyze how scientific advancements impacted the national and global economies and daily life.</td>
<td>- <em>Moonshot</em></td>
</tr>
<tr>
<td>4. Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.</td>
<td>- <em>Full Metal Jacket</em></td>
</tr>
<tr>
<td><strong>6.1.12.D.12 History, Culture, and Perspectives</strong></td>
<td>- <em>Frost/Nixon</em></td>
</tr>
<tr>
<td>1. Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.</td>
<td></td>
</tr>
</tbody>
</table>
2. Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

3. Evaluate how the development of nuclear weapons by industrialized countries and developing counties affected international relations.

4. Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.

5. Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.
<table>
<thead>
<tr>
<th>6.1: America in the World</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Statement:</strong> 13. Postwar United States: Civil Rights and Social Change</td>
</tr>
</tbody>
</table>

**Students Will:**

<table>
<thead>
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<tbody>
<tr>
<td>1. 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.</td>
</tr>
<tr>
<td>2. 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.</td>
</tr>
<tr>
<td>3. Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.1.12.B.13 Geography, People, and the Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.</td>
</tr>
<tr>
<td>2. Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.1.12.C.13 Economics, Innovation, and Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 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.</td>
</tr>
<tr>
<td>2. Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.</td>
</tr>
</tbody>
</table>

**Suggested Activities**

- Use technology to research the era to gain a better understanding of the film
- Create a set of notes to aid understanding while watching the film and/or documentary
- Discussions, including class and small group
- Creation of songs, poems, movie scripts, and/or stories
- Comparison of documentary/film with facts learned in school
- Creation of concept maps, lists, and/or graphs to aid in further understanding
- Watch and answer focus questions about
  - *Malcolm X*
  - *King*
  - *A Raisin in the Sun*
  - *Mississippi Burning*
  - *1968*
<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>3.</td>
<td>Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.</td>
</tr>
<tr>
<td>4.</td>
<td>Relate American economic expansion after World War II to increased consumer demand.</td>
</tr>
</tbody>
</table>

### 6.1.12.D.13 History, Culture, and Perspectives

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.</td>
</tr>
<tr>
<td>2.</td>
<td>Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.</td>
</tr>
<tr>
<td>3.</td>
<td>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.</td>
</tr>
<tr>
<td>4.</td>
<td>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.</td>
</tr>
<tr>
<td>5.</td>
<td>Explain why the Peace Corps was created and how its role has evolved over time.</td>
</tr>
<tr>
<td>6.</td>
<td>Relate the changing role of women in the labor force to changes in family structure.</td>
</tr>
</tbody>
</table>
### 6.1: America in the World
**Content Statement: 14. Contemporary United States: Domestic Policies**

<table>
<thead>
<tr>
<th>Students Will:</th>
<th>Suggested Activities</th>
</tr>
</thead>
</table>
| **6.1.12.A.14 Civics, Government, and Human Rights** | - Use technology to research the era to gain a better understanding of the film  
- Create a set of notes to aid understanding while watching the film and/or documentary  
- Discussions, including class and small group  
- Creation of songs, poems, movie scripts, and/or stories  
- Comparison of documentary/film with facts learned in school  
- Creation of concept maps, lists, and/or graphs to aid in further understanding  
- Watch segments from and answer focus questions about  
  - *The People Speak*  
  - *10 Days that Unexpectedly Changed America*  
  - *America: The Story of US*  
  - *The Decades: 21st Century* |
| 1. Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times. |  |
| 2. Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies. |  |
| 3. Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups. |  |
| 4. Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms. |  |
| 5. 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. Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy. |  |
| 7. 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). |  |
| 8. Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security. |  |

| **6.1.12.B.14 Geography, People, and the Environment** |  |
| 1. Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues. |  |
2. Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.

3. 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.

4. Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.

6.1.12.C.14 Economics, Innovation, and Technology

1. 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.

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

3. Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the workforce), and government and consumer debt and their impact on society.

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

6.1.12.D.14 History, Culture, and Perspectives

1. Determine the relationship between United States domestic and foreign policies.

2. Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.

3. Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.

4. 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.
5. Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
6. Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
<table>
<thead>
<tr>
<th>6.1: America in the World</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Statement:</strong> 15. Contemporary United States: International Policies</td>
</tr>
<tr>
<td><strong>Students Will:</strong></td>
</tr>
</tbody>
</table>

### 6.1.12.A.15 Civics, Government, and Human Rights

1. 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.
2. Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
3. Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
4. Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
5. Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.

### 6.1.12.B.15 Geography, People, and the Environment

1. 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 Economics, Innovation, and Technology

1. Relate the role of America’s dependence on foreign oil to its economy and foreign policy.
2. Assess economic priorities related to international and domestic needs, as reflected in the national budget.

- Use technology to research the era to gain a better understanding of the film
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- Discussions, including class and small group
- Creation of songs, poems, movie scripts, and/or stories
- Comparison of documentary/film with facts learned in school
- Creation of concept maps, lists, and/or graphs to aid in further understanding
- Watch segments from and answer focus questions about
  - *The People Speak*
  - *10 Days that Unexpectedly Changed America*
  - *America: The Story of US*
  - *102 Minutes that Changed America*
  - *The Decades: 21st Century*
<table>
<thead>
<tr>
<th>6.1.12.D.15 History, Culture, and Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Compare the perspectives of other nations and the United States regarding United States foreign policy.</td>
</tr>
<tr>
<td>3. 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.</td>
</tr>
<tr>
<td>4. 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.</td>
</tr>
</tbody>
</table>
### 6.1: America in the World

**Content Statement:** 16. Contemporary United States: Interconnected Global Society

<table>
<thead>
<tr>
<th>Students Will:</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1.12.A.16 Civics, Government, and Human Rights</strong>&lt;br&gt;1. Determine the impact of media and technology on world politics during this time period.&lt;br&gt;2. 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.&lt;br&gt;3. Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.</td>
<td>• Use technology to research the era to gain a better understanding of the film&lt;br&gt;• Create a set of notes to aid understanding while watching the film and/or documentary&lt;br&gt;• Discussions, including class and small group&lt;br&gt;• Creation of songs, poems, movie scripts, and/or stories&lt;br&gt;• Comparison of documentary/film with facts learned in school&lt;br&gt;• Creation of concept maps, lists, and/or graphs to aid in further understanding&lt;br&gt;• Watch segments from and answer focus questions about&lt;br&gt;  o <em>The People Speak</em>&lt;br&gt;  o <em>10 Days that Unexpectedly Changed America</em>&lt;br&gt;  o <em>America: The Story of US</em>&lt;br&gt;  o <em>The Decades: 21st Century</em></td>
</tr>
<tr>
<td><strong>6.1.12.B.16 Geography, People, and the Environment</strong>&lt;br&gt;1. 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.</td>
<td></td>
</tr>
<tr>
<td><strong>6.1.12.C.16 Economics, Innovation, and Technology</strong>&lt;br&gt;1. Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.&lt;br&gt;2. Predict the impact of technology on the global workforce and on entrepreneurship.&lt;br&gt;3. Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.</td>
<td></td>
</tr>
<tr>
<td><strong>6.1.12.D.16 History, Culture, and Perspectives</strong>&lt;br&gt;1. Analyze the impact of American culture on other world cultures from multiple perspectives.</td>
<td></td>
</tr>
</tbody>
</table>
2. Explain how and why technology is transforming access to education and educational practices worldwide.

3. 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.
ENGLISH LANGUAGE ARTS

The following ELA curriculum areas and instructional activities should be utilized during the course of study:

**History/Social Studies**

<table>
<thead>
<tr>
<th>English Language Arts Standards</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details:</strong></td>
<td></td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
</tr>
<tr>
<td>• CCSS.ELA-Literacy.RH.11-12.1</td>
<td>Have students read letters written by Jews saved by Oskar Schindler and compare their accounts to what is depicted in the film, Schindler’s List.</td>
</tr>
<tr>
<td></td>
<td>Have students read news articles and transcripts written about the Amistad trial and compare their accounts to what is depicted in the film, Amistad.</td>
</tr>
<tr>
<td>• CCSS.ELA-Literacy.RH.11-12.2</td>
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<tr>
<td>• CCSS.ELA-Literacy.RH.11-12.3</td>
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**Craft and Structure:**

<table>
<thead>
<tr>
<th>English Language Arts Standards</th>
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<tbody>
<tr>
<td>Students will:</td>
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<tr>
<td>• CCSS.ELA-Literacy.RH.11-12.4</td>
<td>Have students write a movie review from the perspective of a Native American about the film, The Last of the Mohicans. Students should address any inaccuracies in the film or negative depictions of Native Americans.</td>
</tr>
<tr>
<td>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</td>
<td></td>
</tr>
<tr>
<td>• CCSS.ELA-Literacy.RH.11-12.5</td>
<td>Have students research conflicting theories on John F. Kennedy’s assassination after watching the film, JFK.</td>
</tr>
<tr>
<td>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</td>
<td></td>
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<tr>
<td>• CCSS.ELA-Literacy.RH.11-12.6</td>
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<tr>
<td>Evaluate authors’ differing points of</td>
<td></td>
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</tbody>
</table>
view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

### English Language Arts Standards Integration of Knowledge and Ideas:

<table>
<thead>
<tr>
<th>Students will:</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>CCSS.ELA-Literacy.RH.11-12.7</strong> 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.</td>
<td>• Have students pitch a historical movie idea. The film must include a synopsis, a storyboard, a promotional poster, and a list of potential actors.</td>
</tr>
<tr>
<td>• <strong>CCSS.ELA-Literacy.RH.11-12.8</strong> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</td>
<td>• Have students research the inaccuracies in the film, The Patriot, and challenge the film-makers depiction of the story. Student should provide recommendation to improve the film to make it more accurate.</td>
</tr>
<tr>
<td>• <strong>CCSS.ELA-Literacy.RH.11-12.9</strong> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</td>
<td></td>
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</tbody>
</table>

### English Language Arts Standards Range of Reading and Level of Text Complexity:

<table>
<thead>
<tr>
<th>Students will:</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>CCSS.ELA-Literacy.RH.11-12.10</strong> By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.</td>
<td>•</td>
</tr>
</tbody>
</table>

### Writing

### English Language Arts Standards Text Types and Purpose:

<table>
<thead>
<tr>
<th>Students will:</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>CCSS.ELA-Literacy.WHST.11-12.1</strong> Write arguments focused on discipline-specific content.</td>
<td>• Have students write a response as to why Private Ryan should still serve in the military despite the deaths of his brothers in the film, Saving Private Ryan.</td>
</tr>
<tr>
<td>o <strong>CCSS.ELA-Literacy.WHST.11-12.1a</strong> Introduce precise, knowledgeable</td>
<td>• Have students write an essay comparing</td>
</tr>
</tbody>
</table>
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.

- **CCSS.ELA-Literacy.WHST.11-12.1b**
  Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.

- **CCSS.ELA-Literacy.WHST.11-12.1c**
  Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- **CCSS.ELA-Literacy.WHST.11-12.1d**
  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- **CCSS.ELA-Literacy.WHST.11-12.1e**
  Provide a concluding statement or section that follows from or supports the argument presented.

- **CCSS.ELA-Literacy.WHST.11-12.2**
  Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- **CCSS.ELA-Literacy.WHST.11-12.2a**
  Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- **CCSS.ELA-Literacy.WHST.11-12.2b**
  Before viewing the conclusion of a film, have students write their own interpretation of how the film should end.

the fall and rise of James Braddock to that of the Great Depression in the film, Cinderella Man. Students are to make reference to historically relevant scenes (ex. Hoover-villes) throughout the course of the essay.
Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

- **CCSS.ELA-Literacy.WHST.11-12.2c** Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- **CCSS.ELA-Literacy.WHST.11-12.2d** Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

- **CCSS.ELA-Literacy.WHST.11-12.2e** Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

### English Language Arts Standards
#### Production and Distribution of Writing:

<table>
<thead>
<tr>
<th>Students will:</th>
<th>Suggested Activities</th>
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</thead>
<tbody>
<tr>
<td>• <strong>CCSS.ELA-Literacy.WHST.11-12.4</strong> Produce clear and coherent writing in</td>
<td>• Have students select a film from throughout the course and write a movie review. The reviews will be compiled</td>
</tr>
<tr>
<td>which the development, organization, and style are appropriate to task,</td>
<td>together and be put into a news format that can be distributed to the entire class.</td>
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<tr>
<td>purpose, and audience.</td>
<td>• Have students publish their own movie analysis/reviews on reputable websites.</td>
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<tr>
<td>• <strong>CCSS.ELA-Literacy.WHST.11-12.5</strong> Develop and strengthen writing as</td>
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<td>needed by planning, revising, editing, rewriting, or trying a new approach,</td>
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<tr>
<td>focusing on addressing what is most significant for a specific purpose and</td>
<td></td>
</tr>
<tr>
<td>audience.</td>
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<tr>
<td>• <strong>CCSS.ELA-Literacy.WHST.11-12.6</strong> Use technology, including the Internet,</td>
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</table>
to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### English Language Arts Standards
**Research to Build and Present Knowledge:**

<table>
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<th>Students will:</th>
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<tbody>
<tr>
<td>• <strong>CCSS.ELA-Literacy.WHST.11-12.7</strong> 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.</td>
<td>• Have students poll other students on which historical films topics seem to be ignored in Hollywood (ex. slavery, holocaust, etc.). Conversely, students can also seek out which historical films are most desired among adolescents. The poll can be conducted online. Information should be compiled and a formal conclusion of the results would be written.</td>
</tr>
<tr>
<td>• <strong>CCSS.ELA-Literacy.WHST.11-12.8</strong> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</td>
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<tr>
<td>• <strong>CCSS.ELA-Literacy.WHST.11-12.9</strong> Draw evidence from informational texts to support analysis, reflection, and research.</td>
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<td>• <strong>CCSS.ELA-Literacy.WHST.11-12.10</strong> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a</td>
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<tr>
<td>range of discipline-specific tasks, purposes, and audiences.</td>
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</table>
SCOPE AND SEQUENCE

The following is a brief outline of course content to be covered. Each unit will include textbook reading, PowerPoint Notes, classroom activities, related video, teacher demonstration, and other appropriate activities. This is a half-year course therefore the scope and sequence was laid out in a weekly format as opposed to a monthly one.

<table>
<thead>
<tr>
<th>Weeks 1-18</th>
<th>US History and Film</th>
</tr>
</thead>
</table>
| Week 1-2   | Colonization and Settlement  
*The Last of the Mohicans* |
| Week 3     | Revolution and the New Nation  
*Founding Brothers* or *The Patriot* |
| Week 4     | Expansion and Reform  
*Amistad* |
| Week 5     | Civil War and Reconstruction  
*Ken Burns’ Civil War* or *Gone with the Wind* |
| Week 6     | The Development of the Industrial United States  
*Bury My Heart at Wounded Knee* or *The River Ran Red* or *Ellis Island* |
| Week 7     | The Emergence of Modern America: Progressive Reforms  
*Teddy Roosevelt: An American Lion* or *The Jungle* |
| Week 8     | The Emergence of Modern America: World War I  
*World War I in Color* or *All Quiet on the Western Front* |
| Week 9     | The Emergence of Modern America: Roaring Twenties  
*The Great Gatsby* |
| Week 10    | The Great Depression and World War II: The Great Depression  
*The Great Depression* or *Cinderella Man* or *Grapes of Wrath* |
| Week 11    | The Great Depression and World War II: New Deal  
*The Great Depression* |
| Week 12    | The Great Depression and World War II: World War II  
*The War* or *Saving Private Ryan* or *American and the Holocaust* or *Schindler’s List* or *Dr. Strangelove* |
| Week 13    | Postwar United States: Cold War  
*M.A.S.H.* or *JFK* or *Moonshot* or *Full Metal Jacket* or *Frost/Nixon* |
| Week 14    | Postwar United States: Civil Rights and Social Change  
*Malcolm X* or *King* or *A Raisin in the Sun* or *Mississippi Burning* or *1968* |
| Week 15    | Contemporary United States: Domestic Policies  
*The People Speak* or *10 Days that Unexpectedly Changed America* or *America: The Story of US* or *The Decades: 21st Century* |
| Week 16    | Contemporary United States: International Policies |
| Week 17-18 | Contemporary United States: Interconnected Global Society  
**The People Speak** or **10 Days that Unexpectedly Changed America**  
**or America: The Story of US** or **The Decades: 21st Century** |
INSTRUCTIONAL STRATEGIES

Strategies to Accommodate Gifted and Talented Students
- Explore curriculum objectives in greater depth.
- Invoke multi-media resources.
- Invoke multiple intelligences and Bloom’s Revised Taxonomy in higher-ordered thinking skills in all areas of curriculum.
- Invoke real life problems that students can identify with.
- Invoke technological resources.
- Pair Gifted & Talented students with other students to spark dialogue and diverse viewpoints.
- Provide ample examples.
- Request Gifted & Talented students to model and verbalize processes used to perform creative problem-solving.
- Vary instructional groupings.

Strategies to Accommodate BSIP
- Increased time on task
- Individual support
- Read and re-word directions
- Shorter assignments
- Small group instruction
- Underline, block and use other appropriate methods to identify key words.
- Use of intervention materials to review and re-teach concepts (foundations).

Strategies to Accommodate English Language Learners
- Encourage student to verbalize steps needed to complete task to check understanding.
- Extend time for assignment completion.
- Have the students do hands-on activities.
- Increase verbal response time/opportunity to respond orally.
- Model and verbalize processes used to solve problems.
- Note taking assistance
- Pair ELL students with bilingual speakers.
- Provide additional instructions.
- Provide outlines
- Provide repeated reviews using varied teaching strategies.
- Read directions and text to students as needed.
- Reading strategies (peer, guided, small group)
- Role play and act out.
- Shorten assignments
- Use visual diagrams such as pictures, guess and check and/or tables.
- Vary instructional grouping (individual, pair and small groups)
MATERIALS/ENVIRONMENT

- Help student concentrate on the main ideas and key details of a film and documentary with focus questions.
- Underline key words/phrases in directions, charts, etc.
- Use assignments, notebooks and prompts.

ASSESSMENTS

- Allow modifications of time, scheduling or administration of testing.
- Formal papers and essays.
- Projects using PowerPoint and iMovie.
- Grade on effort, participation and improvement.
- Modified test/alternative assessments Ex. True/False, fill in the blanks, matching, short essay.
- Read directions and test to students as needed.
### Modifications/Adaptations for General Education & Special Education Classes

This list represents possible accommodation and modifications for students with special needs. Please refer to individual IEPs for student specific accommodations and modifications.

**Environment:**
- [ ] Preferential Seating
- [ ] Clear Work Area
- [ ] Study Carrel
- [ ] Other (specify)

**Material/Books/Equipment:**
- [ ] Alternate Text
- [ ] Consumable Workbooks
- [ ] Modified Worksheets
- [ ] Calculator
- [ ] Supplementary Visuals
- [ ] Large Print Text
- [ ] Manipulatives
- [ ] Spell Check
- [ ] Access to computer
- [ ] Assistive Device: (specify)
- [ ] Other: (specify)

**Instructional Strategies:**
- [ ] Check Work in Progress
- [ ] Immediate Feedback
- [ ] Pre-teach Content
- [ ] Extra Drill/Practice
- [ ] Review Sessions
- [ ] Have Student Restate Info
- [ ] Review Directions
- [ ] Use Manipulatives
- [ ] Modified Content
- [ ] Provide Lecture Notes/Outline
- [ ] Assign Study Partner
- [ ] Monitor Assignments
- [ ] Provide Models
- [ ] Computer Assisted Instruction
- [ ] Repeat Instructions
- [ ] Multi-Sensory Approach
- [ ] Highlight Key Words
- [ ] Oral Reminders
- [ ] Display Key Vocab
- [ ] Visual Reinforcement
- [ ] Visual Reminders
- [ ] Mimed Clues/Gestures
- [ ] Concrete Examples
- [ ] Use Mnemonics
- [ ] Personalized Examples
- [ ] Number Line
- [ ] Use Vocab Word Bank
- [ ] Support Auditory Presentations with Visuals
- [ ] Other: (specify)

**Organization:**
- [ ] Provide Study Outlines
- [ ] Desktop List of Tasks
- [ ] List Sequential Steps
- [ ] Post Routines
- [ ] Post Assignments
- [ ] Give One Paper at a Time
- [ ] Folders to Hold Work
- [ ] Pencil Box for Tools
- [ ] Pocket Folder for Work
- [ ] Assignment Pad
- [ ] Daily Assignment List
- [ ] Daily Homework List
- [ ] Worksheet Format
- [ ] Extra Space for Work
- [ ] Assign Partner
- [ ] Assistive Device: (specify)
- [ ] Other: (specify)

**Tests/Quizzes/Time:**
- [ ] Prior Notice of Test
- [ ] Preview Test Procedures
- [ ] Test Study Guides
- [ ] Simplify Test Wording
<table>
<thead>
<tr>
<th>Options</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Oral Testing</td>
<td>□ Shortened Tasks</td>
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<tr>
<td>□ Limited Multiple Choice</td>
<td>□ Hands-on Projects</td>
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<tr>
<td>□ Reduced Reading</td>
<td>□ Alternative Tests</td>
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<tr>
<td>□ Objective Tests</td>
<td>□ Extra Credit Options</td>
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<tr>
<td>□ Extra Time-Written Work</td>
<td>□ Extra Time-Tests</td>
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<tr>
<td>□ Extra Time-Projects</td>
<td>□ Extra Response Time</td>
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<tr>
<td>□ Modified Tests</td>
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<tr>
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<td>□ On Computer</td>
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**Grading:**

- □ No Spelling Penalty
- □ No Handwriting Penalty
- □ Grade Effort + Work
- □ Grade Improvement
- □ Course Credit
- □ Base Grade on IEP
- □ Base Grade on Ability
- □ Modify Grades
- □ Pass/Fail
- □ Audit Course
- □ Other: (specify)___________________________

**Behavior Management/Support:**

- □ Daily Feedback to Student
- □ Chart Progress
- □ Behavior Contract
- □ Positive Reinforcement
- □ Collect Baseline Data
- □ Parent/Guardian Sign Homework
- □ Set/Post Class Rules
- □ Parent sign Behavior Chart
- □ Cue Expected Behavior
- □ Structure Transitions
- □ Break Between Tasks
- □ Contingency Plan
- □ Time Out from Positive Reinforcement
- □ Other: (specify)

**Suggested Activities to Differentiate Instruction:**

- Include pictures
- Include different levels of films
- Give words or dictate words
- Use picture/PowerPoint presentations to explore background information and for assessments
- Have the students draw pictures
- Model appropriate behavior
- Demonstrate what is expected
- Break concepts and events into smaller parts and predict the outcomes
- Tell the students what is expected before the task is given
- Make sure the student is focused on the task at hand
United States History & Film

PROFICIENCY LEVELS

This curriculum is appropriate for all students in high school, grade 12.

METHODS OF ASSESSMENT

Student progress and achievements are assessed through a variety of formal methods of assessment that include, but are not limited to, the following:

A. Formal

1. Teacher-created worksheets/tests/quizzes
2. Assessment checklists
3. Work samples

B. Informal

1. Small group and class discussions
2. Class participation
3. Cooperative group work
4. Projects
5. Teacher observation
6. Reading, writing, listening and speaking activities/tasks

C. Teacher/Curriculum Assessment

The teachers will assess the curriculum throughout the year. Teachers and the Language Arts Literacy Supervisor will be in contact throughout the academic year concerning curriculum assessment. Teachers are encouraged to make suggestions for improving and changing the curriculum.

GROUPING

United States History & Film classes are heterogeneously grouped classes; therefore, no level placement criteria apply to this course of study.

ARTICULATION/SCOPE/SEQUENCE/TIME FRAME

United States History & Film course is a half-year course.
RESOURCES

A. Speakers

Teachers are encouraged to contact community groups, parents and organizations to obtain speakers to enhance the curriculum with the approval of the administration.

B. Technology

Students shall use computers for independent practice of developing skills and as a part of developing writing and phonics skills. Leapfrog learning systems will also be utilized in the bilingual classrooms. Teachers shall also use appropriate technology to enhance their lessons. The following are some suggested websites.

C. Supplies and Materials

- Video equipment
- Computer software
- Notebooks
- Art Supplies for projects, plays, etc.
- Folders
- Markers, pencils, crayons, journals and a variety of paper

D. Films & Documentaries (List of possible choices)

- The Last of the Mohicans
- Founding Brothers
- The Patriot
- Amistad
- Ken Burns’ Civil War
- Gone With the Wind
- Bury My Heart at Wounded Knee
- The River Ran Red
- Ellis Island
- Teddy Roosevelt: An American Lion
- The Jungle
- World War I in Color
- All Quiet on the Western Front
- The Great Gatsby
- The Great Depression
- Cinderella Man
- Grapes of Wrath
- The War
- Saving Private Ryan
- American and the Holocaust
- Schindler’s List
- Dr. Strangelove
- M.A.S.H.
- JFK
- Malcolm X
- King
- A Raisin in the Sun
- Mississippi Burning
- 1968
- Moonshot
- Full Metal Jacket
- Frost/Nixon
- The People Speak
- 10 Days that Unexpectedly Changed America
- America: The Story of Us
- 102 Minutes that Changed America
- The Decades: 21st Century
E. Supplemental Reading

- Political Cartoons
- Primary Sources, Volume 1 & 2
- Don’t Know Much About History

METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the curriculum may be implemented and facilitated:

- Whole class instruction
- Small group instruction
- Guided reading
- Cooperative learning groups
- Individual assignments
- Technology-aided instruction

ENRICHMENT ACTIVITIES

Students will be provided with many enrichment learning activities through the year. The following are suggestions, not limitations:

- Projects
- Guest readers
- Live performances
- Library visitations

PROFESSIONAL DEVELOPMENT

Teachers shall continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

INTERDISCIPLINARY INSTRUCTION

The above curriculum has numerous possibilities for interdisciplinary connections. These content areas can be connected with Visual and Performing Arts, comprehensive Health and Physical Education, Language Arts Literacy, Mathematics, Science, Social Studies, World Languages, Technology and Career Education and Consumer, Family Life Skills and will be references by the NJCCCS.