



HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS

Office of Curriculum and Instruction

CURRICULUM MAP

<b>COURSE TITLE</b>	US II							
<b>GRADE BAND</b>		K-4		5-6		7-8	✓	9-12
<b>DEPARTMENT</b>	Social Studies							
<b>LAST REVISION DATE</b>	August 2022							
<b>BOE APPROVAL DATE</b>	October 10, 2022							

**COURSE OVERVIEW**

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. To that end, this curriculum is aligned with the 2020 New Jersey Student Learning Standards - Social Studies. The interdisciplinary nature of the Social Studies Standards allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Student Learning Standards have been noted in the areas of English Language Arts, Mathematics, Science, Health and Physical Education, World Languages, Visual and Performing Arts, Computer Science & Design Thinking, and Career Readiness, Life Literacies, & Key Skills.

This full year course is a survey of United States History from the 1877 [Progressive Era] to the present. Emphasis is placed upon reinforcing social studies concepts and skills learned so far and increasing the students' sophistication of analyzing various sources. Emphasis is also placed on improving the reading, writing, and speaking skills of students.

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**Course Title: US II CP**

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[Unit 5: World War II](#)

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[Unit 7: 1975 Promise, Turmoil and Limits of a Super-power](#)

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[Unit 9: 1993 - Present Technology, Terrorism and Challenges of the 21st Century](#)

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: US II CP**

<b>UNIT OF STUDY</b>	Unit 1: The Emergence of Progressive Reforms (1890-1920)
<b>PACING</b>	12 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● Why was there a need for political, social and economic reforms, and how did they occur?</li> <li>● How does immigration to North America affect U.S. society?</li> <li>● How have different beliefs about the federal government’s role in U.S. social and economic life affected political debates and policies?</li> <li>● How did society and politics affect different groups of people in America?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Industrialization, urbanization and political corruption contributed to significant societal problems and reforms.</li> <li>● Political, social and economic problems were successfully addressed by state and federal governments, altering public expectations of the role of government.</li> <li>● The Progressive Era impacted the social structure and cultural values of America, contributing to tensions between ethnic and social groups.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Use primary source documents related to the Gilded Age and Progressive Era to write an essay about the effectiveness of the Progressive Era reforms.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● Entrance/exit ticket</li> <li>● Writing prompt</li> <li>● Graphic organizer(s)</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Analysis of Primary and Secondary Documents Practice</li> <li>● Open-Ended Questions (OEQ)</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● Document analysis and historical context development (essay)</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>● Document analysis of primary and secondary sources as well as historical context.</li> </ul>
<b>NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)</b>	
<i>Must include the standard # &amp; verbiage</i>	
<ul style="list-style-type: none"> <li>● 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.</li> <li>● 6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.</li> </ul>	

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- 6.1.12.GeoPP.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
- 6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
- 6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
- 6.1.12.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.
- 6.1.12.HistoryNM.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- 6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.
- 6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
- 6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
- 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
- 6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
- 6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- 6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
- 6.1.12.GeoGM.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
- 6.1.12.EconEM.6.a: Determine how supply and demand influenced price and output during the Industrial Revolution.
- 6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
- 6.1.12.HistoryCC.6.b: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.
- 6.1.12.HistoryCC.6.c: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.
- 6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).
- 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.

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### INTERDISCIPLINARY CONNECTIONS

*Must include the standard # & verbiage*

#### *Comprehensive Health & Physical Education*

- None.

#### *Computer Science & Design Thinking*

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

#### *English Language Arts*

- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- WHST.11-12.1. Write arguments focused on discipline-specific content. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning 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. C. Use transitions (e.g. words, phrases, clauses) 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. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### *Mathematics*

- None.

#### *Science*

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- Modern civilization depends on major technological systems. Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (HS-PS3-3).
- Modern civilization depends on major technological systems. (HS-ESS3-1), (HS-ESS3-3).
- Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (HS-ESS3-2), (HS-ESS3-4).
- New technologies can have deep impacts on society and the environment, including some that were not anticipated. (HS-ESS3-3).
- Analysis of costs and benefits is a critical aspect of decisions about technology. (HS-ESS3-2)
- New technologies can have deep impacts on society and the environment, including some that were not anticipated. Analysis of costs and benefits is a critical aspect of decisions about technology. (HS-ETS1-1), (HS-ETS1-3).

#### **Visual & Performing Arts**

- None.

#### **World Languages**

- None.

#### **CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS**

*Must include the standard # & verbiage*

#### **9.1-Personal Financial Literacy**

- None.

#### **9.2-Career Awareness, Exploration, Preparation, and Training**

- None.

#### **9.4-Life Literacies & Key Skills**

- None.

#### **CAREERS ASSOCIATED WITH THIS UNIT**

- Engineer
- Inventor
- Entrepreneur
- Politician
- Investigative Journalist
- Social Worker
- U.S. Military

#### **DIVERSITY, EQUITY, & INCLUSION CONNECTIONS**

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)  
Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

## Hillsborough Township Public Schools Curriculum Map

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- As per the standards above, this unit includes content relates to Black history (Amistad Curriculum Mandate), human rights of people who needed housing, labor, and food safety (Holocaust Curriculum Mandate), and the experiences of Asian-Americans and Pacific Islanders with immigration including the Chinese Exclusion Act (Asian-American and Pacific Islander Curriculum Mandate).
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

#### **SOCIAL EMOTIONAL LEARNING CONNECTIONS**

*NJ SEL sub-competencies are listed that are addressed in this unit*

##### ***Self-Awareness***

- Recognize the importance of self-confidence in handling daily tasks and challenges

##### ***Self-Management***

- Recognize the skills needed to establish and achieve personal and educational goals

##### ***Social Awareness***

- Recognize and identify the thoughts, feelings, and perspectives of others

##### ***Relationship Skills***

- Establish and maintain healthy relationships

##### ***Responsible Decision-Making***

- Evaluate personal, ethical, safety, and civic impact of decisions

#### **MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504**

- Accommodations for all subject areas may be viewed [here](#).

#### **RESOURCES – *Cited print and electronic sources***

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Goodwin, Doris Kearns. *The Bully Pulpit: Theodore Roosevelt, William Howard Taft, and the Golden Age of Journalism*. Simon & Schuster, 2013.
- PBS Learning Media. <https://ny.pbslearningmedia.org/>
- Riis, Jacob. *How the Other Half Lives: Studies Among the Tenements of New York*. CreateSpace, 2012.
- Sinclair, Upton. *The Jungle*. Dover, 2001.
- Steffens, Lincoln. *The Shame of the Cities*. University of Toronto Libraries, 2011.
- Tarbell, Ida. *The History of the Standard Oil Company*. Halcyon Press, 2009.

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- Appleby, Joyce, et al. *United States: History & Geography*. McGraw-Hill Education, 2018.
- "Education Resources." National Geographic Society, 25 May 2022, <https://www.nationalgeographic.org/society/education-resources/>.
- "National Museum of African American History & Culture." A People's Journey, A Nation's Story | National Museum of African American History and Culture, <https://nmaahc.si.edu/>.
- "Smithsonian's History Explorer." Smithsonian's History Explorer, <https://historyexplorer.si.edu/>.
- "US History Lesson Plans Resources." PBS LearningMedia, <https://ny.pbslearningmedia.org/subjects/social-studies/us-history/>.
- Ellis Island Immigration Museum, NYC.
- Edison's House and Lab, West Orange, NJ.
- "History TV Shows | the History Channel." History.com, and A&E Television Networks, <https://www.history.com/shows>.
- National Museum of American History, Washington, DC. <https://americanhistory.si.edu/>.
- "National Museum of African American History & Culture." A People's Journey, A Nation's Story | National Museum of African American History and Culture, <https://nmaahc.si.edu/>.
- Presidential Libraries.
- Tenement Museum, NYC.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- "Lesson Plans." Learning for Justice, <https://www.learningforjustice.org/>.
- "Education Resources." Pulitzer Center, <https://pulitzercenter.org/education/education-resources>.
- "Teaching with the News." Choices Program. Brown University. <https://www.choices.edu/teaching-with-the-news/>.
- "Teaching Resources." Facing History and Ourselves. <https://www.facinghistory.org/how-it-works/teaching-resources>.



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<b>UNIT OF STUDY</b>	Unit 2: The U.S. Rise to World Power
<b>PACING</b>	18 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● What were the effects of United States imperialism on foreign populations?</li> <li>● What caused internal migration and various patterns of settlement in the United States, and how has this migration affected American life?</li> <li>● How did ideas about national identity change in response to U.S. involvement in international conflicts and the growth of the United States?</li> <li>● What were social, economic, and political effects of World War I for various peoples and groups throughout America?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Industrialization led to a desire for increased territorial expansion; territorial expansion was justified by economic goals and a belief in racial superiority resulting in new challenges for the U.S. both at home and abroad.</li> <li>● The acquisition of new territories resulted in a broader American military presence around the world.</li> <li>● Civilian civil liberties both at home and abroad were challenged and limited during the time period.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Analyze primary source documents to demonstrate comprehension of content, historical evidence, and point of view.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● Entrance/exit ticket</li> <li>● Writing prompt</li> <li>● Graphic organizer(s)</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Analysis of Primary and Secondary Documents Practice</li> <li>● Open-ended questions (OEQ)</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● Document analysis and historical context development</li> <li>● Stimulus-based multiple choice assessment</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>● Development of essay writing focusing on primary and secondary source analysis and historical context</li> <li>● Development of stimulus-based multiple choice assessment</li> </ul>
<b>NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)</b>	
<i>Must include the standard # &amp; verbiage</i>	

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- 6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
- 6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.
- 6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
- 6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
- 6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
- 6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).
- 6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

#### INTERDISCIPLINARY CONNECTIONS

*Must include the standard # & verbiage*

#### *Comprehensive Health & Physical Education*

- None.

#### *Computer Science & Design Thinking*

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

#### *English Language Arts*

- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- WHST.11-12.1. Write arguments focused on discipline-specific content. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning 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

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### Course Title: US II CP

possible biases. C. Use transitions (e.g. words, phrases, clauses) 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. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### **Mathematics**

- None.

#### **Science**

- None.

#### **Visual & Performing Arts**

- None.

#### **World Languages**

- None.

#### **CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS** *Must include the standard # & verbiage*

##### **9.1-Personal Financial Literacy**

- None.

##### **9.2-Career Awareness, Exploration, Preparation, and Training**

- None.

##### **9.4-Life Literacies & Key Skills**

- None.

#### **CAREERS ASSOCIATED WITH THIS UNIT**

- Diplomat
- Politician
- Investigative Journalist
- U.S. Military
- International Relations

#### **DIVERSITY, EQUITY, & INCLUSION CONNECTIONS**

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*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)  
Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- In accordance with the standards, this unit includes the experiences of Black people during WWI (Amistad Curriculum Mandate), human rights issues affecting various groups of people (Holocaust Curriculum Mandate), and history of Asian-Americans and Pacific Islanders particularly in relation to protests about U.S. imperialism (Asian-American and Pacific Islander Curriculum Mandate).
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

#### **SOCIAL EMOTIONAL LEARNING CONNECTIONS**

*[NJ SEL](#) sub-competencies are listed that are addressed in this unit*

##### *Self-Awareness*

- Recognize the importance of self-confidence in handling daily tasks and challenges

##### *Self-Management*

- Recognize the skills needed to establish and achieve personal and educational goals

##### *Social Awareness*

- Recognize and identify the thoughts, feelings, and perspectives of others

##### *Relationship Skills*

- Establish and maintain healthy relationships

##### *Responsible Decision-Making*

- Evaluate personal, ethical, safety, and civic impact of decisions

#### **MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504***

- Accommodations for all subject areas may be viewed [here](#).

#### **RESOURCES – *Cited print and electronic sources***

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Bradley, James. *The Imperial Cruise*. Little, Brown, and Co., 2009.
- Stokesbury, James L. *A Short History of World War I*. William Morrow, 1981.
- Stokesbury, James L. *A Short History of World War II*. William Morrow, 1980.
- Appleby, Joyce, et al. *United States: History & Geography*. McGraw-Hill Education, 2018.

## Hillsborough Township Public Schools Curriculum Map

### Course Title: US II CP

- "Education Resources." National Geographic Society, 25 May 2022, <https://www.nationalgeographic.org/society/education-resources/>.
- "National Museum of African American History & Culture." A People's Journey, A Nation's Story | National Museum of African American History and Culture, <https://nmaahc.si.edu/>.
- "Smithsonian's History Explorer." Smithsonian's History Explorer, <https://historyexplorer.si.edu/>.
- "US History Lesson Plans Resources." PBS LearningMedia, <https://ny.pbslearningmedia.org/subjects/social-studies/us-history/>.
- History TV Shows | the History Channel." History.com, A&E Television Networks, <https://www.history.com/shows>.
- National Museum of American History, Washington, DC. <https://americanhistory.si.edu/>.
- Presidential Libraries.
- "Home." *National WWI Museum and Memorial*, <https://www.theworldwar.org/>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- "Lesson Plans." Learning for Justice, <https://www.learningforjustice.org/>.
- "Education Resources." Pulitzer Center, <https://pulitzercenter.org/education/education-resources>.
- "Teaching with the News." Choices Program. Brown University. <https://www.choices.edu/teaching-with-the-news/>.
- "Teaching Resources." Facing History and Ourselves. <https://www.facinghistory.org/how-it-works/teaching-resources>.

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<b>UNIT OF STUDY</b>	Unit 3: The Twenties
<b>PACING</b>	9 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How do the economic values that emerged in the 1920s continue to influence American consumer values today?</li> <li>● How have interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship affected American values, politics, and society?</li> <li>● How has migration affected U.S. society?</li> <li>● How did innovations in communications and technology contribute to the growth of mass culture?</li> <li>● How have different group identities, including racial, ethnic, class, and regional identities, emerged and changed over time?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● The 1920s was a time of social conflict between traditional and “modern” views about race, gender, and immigration which progress was made but limited.</li> <li>● Laissez-faire economic policies and technological innovation increased national prosperity and led to the emergence of a consumer economy.</li> <li>● Political conservatism led to the reestablishment of isolationist and restrictive foreign and domestic policies.</li> <li>● The 1920s was a period of superficial prosperity.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Analyze primary source documents to demonstrate comprehension of content, historical evidence, and point of view.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● Entrance/exit ticket</li> <li>● Writing prompt</li> <li>● Graphic organizer(s)</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Analysis of Primary and Secondary Documents Practice</li> <li>● Open-Ended Questions (OEQ)</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● Document analysis and historical context development</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>● Development of essay writing focusing on primary and secondary source analysis and historical context.</li> </ul>
<b>NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)</b> <i>Must include the standard # &amp; verbiage</i>	

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- 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
- 6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
- 6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
- 6.1.12.EconNM.8.a: Analyze the push-pull factors that led to the Great Migration.
- 6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
- 6.1.12.History CC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.
- 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

#### INTERDISCIPLINARY CONNECTIONS

*Must include the standard # & verbiage*

##### *Comprehensive Health & Physical Education*

- None.

##### *Computer Science & Design Thinking*

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

##### *English Language Arts*

- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- WHST.11-12.1. Write arguments focused on discipline-specific content. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning 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. C. Use transitions (e.g. words, phrases, clauses) 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. D. Establish and maintain a

## Hillsborough Township Public Schools Curriculum Map

### Course Title: US II CP

style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### **Mathematics**

- None.

#### **Science**

- None.

#### **Visual & Performing Arts**

- None.

#### **World Languages**

- None.

### **CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS** *Must include the standard # & verbiage*

#### **9.1-Personal Financial Literacy**

- None.

#### **9.2-Career Awareness, Exploration, Preparation, and Training**

- None.

#### **9.4-Life Literacies & Key Skills**

- None.

### **CAREERS ASSOCIATED WITH THIS UNIT**

- Federal and local law enforcement
- Investigative Journalist
- Social Worker
- Stock Broker/Investor
- Musician
- Marketing/Advertising
- Entrepreneur
- International Relations
- U.S. Diplomat
- U.S. Military



## Hillsborough Township Public Schools Curriculum Map

### Course Title: US II CP

- Labor Leader or Union Representative

#### **DIVERSITY, EQUITY, & INCLUSION CONNECTIONS**

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)*

*Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- As per the standards cited above, this unit includes the contributions of Black Americans to culture through the Harlem Renaissance (Amistad Curriculum Mandate) and the human rights implications of immigration restrictions (Holocaust Curriculum Mandate/Asian-American and Pacific Islander Curriculum Mandate).
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

#### **SOCIAL EMOTIONAL LEARNING CONNECTIONS**

*[NJ SEL](#) sub-competencies are listed that are addressed in this unit*

##### *Self-Awareness*

- Recognize the importance of self-confidence in handling daily tasks and challenges

##### *Self-Management*

- Recognize the skills needed to establish and achieve personal and educational goals

##### *Social Awareness*

- Recognize and identify the thoughts, feelings, and perspectives of others

##### *Relationship Skills*

- Establish and maintain healthy relationships

##### *Responsible Decision-Making*

- Evaluate personal, ethical, safety, and civic impact of decisions

#### **MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504**

- Accommodations for all subject areas may be viewed [here](#).

#### **RESOURCES – *Cited print and electronic sources***

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

**Hillsborough Township Public Schools Curriculum Map**  
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- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- "Teaching with the News." Choices Program. Brown University. <https://www.choices.edu/teaching-with-the-news/>.
- "Lesson Plans." Learning for Justice, <https://www.learningforjustice.org/>.
- "Teaching Resources." Facing History and Ourselves. <https://www.facinghistory.org/how-it-works/teaching-resources>.
- "Education Resources." Pulitzer Center, <https://pulitzercenter.org/education/education-resources>.
- Allen, Frederick Lewis. *Only Yesterday: An Informal History of the 1920s*. Harper & Row, 1931.
- Appleby, Joyce, et al. *United States: History & Geography*. McGraw-Hill Education, 2018.
- "Education Resources." National Geographic Society, 25 May 2022, <https://www.nationalgeographic.org/society/education-resources/>.
- "National Museum of African American History & Culture." A People's Journey, A Nation's Story | National Museum of African American History and Culture, <https://nmaahc.si.edu/>.
- "Smithsonian's History Explorer." Smithsonian's History Explorer, <https://historyexplorer.si.edu/>.
- "US History Lesson Plans Resources." PBS LearningMedia, <https://ny.pbslearningmedia.org/subjects/social-studies/us-history/>.
- History TV Shows | the History Channel." History.com, A&E Television Networks, <https://www.history.com/shows>.
- "Home Page: National Museum of the American Indian." Home Page | National Museum of the American Indian, <https://americanindian.si.edu/>.
- National Museum of American History, Washington, DC. <https://americanhistory.si.edu/>.
- Presidential Libraries. <https://www.archives.gov/presidential-libraries>.

# Hillsborough Township Public Schools Curriculum Map

## Course Title: US II CP

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<b>UNIT OF STUDY</b>	Unit 4: Great Depression & New Deal
<b>PACING</b>	40 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>• What lessons did Americans learn from the economic and political failures of the 1920s?</li> <li>• How did different groups with respect to race, gender, ethnicity, geographic location, and socioeconomic class experience the Great Depression?</li> <li>• How have different beliefs about the federal government’s role in U.S. social and economic life affected political debates and policies?</li> <li>• How have geographic and environmental factors shaped the development of various communities, and how has competition for and debates over natural resources affected both interactions among different groups and the development of government policies?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>• Overproduction, underconsumption, a lack of government oversight, and a widening wealth gap caused deflation that dramatically slowed the economy.</li> <li>• The Great Depression brought economic hardship to a majority of Americans, to varying degrees.</li> <li>• Although the New Deal created both temporary and long-lasting programs to combat the problems of the Depression, Americans continued to struggle until the beginning of WWII.</li> <li>• The federal government today plays a more active and interventionist role in the economy.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>• Use primary source documents related to the Great Depression and the New Deal to write an essay about the effectiveness of the solutions created by both the Hoover and Roosevelt Administrations.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>• Entrance/exit ticket</li> <li>• Writing prompt</li> <li>• Graphic organizer(s)</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>• Analysis of Primary and Secondary Documents Practice</li> <li>• Open-Ended Questions (OEQ)</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>• Document analysis and historical context development</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>• Development of essay writing focusing on primary and secondary source analysis and historical context</li> </ul>
<b>NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)</b> <i>Must include the standard # &amp; verbiage</i>	

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### Course Title: US II CP

- 6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- 6.1.12.EconNE.9.a: Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).
- 6.1.12.EconNE.9.b: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.
- 6.1.12.EconNE.9.c: Explain how the government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
- 6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
- 6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.
- 6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
- 6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- 6.1.12.CivicsPR.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).
- 6.1.12.GeoHE.10.a: Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.
- 6.1.12.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
- 6.1.12.EconoNM.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
- 6.1.12.EconoNM.10.b: Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
- 6.1.12.HistoryCA.10.a: Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).
- 6.1.12.HistoryCA.10.b: Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.
- 6.1.12.HistoryCA.10.c: Analyze how other nations responded to the Great Depression.

#### **INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

#### ***Comprehensive Health & Physical Education***

- None.

#### ***Computer Science & Design Thinking***

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

## Hillsborough Township Public Schools Curriculum Map

### Course Title: US II CP

- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

#### **English Language Arts**

- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- WHST.11-12.1. Write arguments focused on discipline-specific content. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning 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. C. Use transitions (e.g. words, phrases, clauses) 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. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

#### **Mathematics**

- None.

#### **Science**

- None.

#### **Visual & Performing Arts**

- None.

#### **World Languages**

- None.

#### **CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS**

*Must include the standard # & verbiage*

## Hillsborough Township Public Schools Curriculum Map

### Course Title: US II CP

#### 9.1-Personal Financial Literacy

- 9.1.12.A.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
- 9.1.12.D.2: Assess the impact of inflation on economic decisions and lifestyles.
- 9.1.12.D.12: Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

#### 9.2-Career Awareness, Exploration, Preparation, and Training

- None.

#### 9.4-Life Literacies & Key Skills

- None.

#### CAREERS ASSOCIATED WITH THIS UNIT

- Federal and local law enforcement
- Investigative Journalist
- Social Worker
- Stock Broker/Investor
- Musician
- Marketing/Advertising
- Entrepreneur
- International Relations
- U.S. Diplomat
- U.S. Military
- Labor Leader or Union Representative

#### DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)  
Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- As per the standards cited above, this unit includes information on Black and Asian-American experiences during the Great Depression (Amistad Curriculum Mandate/Asian-American and Pacific Islander Curriculum Mandate) and human rights issues related to the New Deal (Holocaust Curriculum Mandate).
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

#### SOCIAL EMOTIONAL LEARNING CONNECTIONS

*[NJ SEL](#) sub-competencies are listed that are addressed in this unit*

##### Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

##### Self-Management

## Hillsborough Township Public Schools Curriculum Map

### Course Title: US II CP

- Recognize the skills needed to establish and achieve personal and educational goals

#### ***Social Awareness***

- Recognize and identify the thoughts, feelings, and perspectives of others

#### ***Relationship Skills***

- Establish and maintain healthy relationships

#### ***Responsible Decision-Making***

- Evaluate personal, ethical, safety, and civic impact of decisions

#### **MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504**

- Accommodations for all subject areas may be viewed [here](#).

#### **RESOURCES – *Cited print and electronic sources***

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Allen, Frederick Lewis. *Since Yesterday: The 1930's in America*. Harper & Row, 1930.
- Kennedy, David M. *Freedom from Fear: The American People in Depression and War 1929-1945*. Oxford University Press, 2001.
- Smith, Jean Edward. *FDR*. Random House, 2008.
- Appleby, Joyce, et al. *United States: History & Geography*. McGraw-Hill Education, 2018.
- "Education Resources." National Geographic Society, 25 May 2022, <https://www.nationalgeographic.org/society/education-resources/>.
- "National Museum of African American History & Culture." A People's Journey, A Nation's Story | National Museum of African American History and Culture, <https://nmaahc.si.edu/>.
- "Smithsonian's History Explorer." Smithsonian's History Explorer, <https://historyexplorer.si.edu/>.
- "US History Lesson Plans Resources." PBS LearningMedia, <https://ny.pbslearningmedia.org/subjects/social-studies/us-history/>.
- Presidential Libraries
- History TV Shows | the History Channel." History.com, A&E Television Networks, <https://www.history.com/shows>.
- "Home Page: National Museum of the American Indian." Home Page | National Museum of the American Indian, <https://americanindian.si.edu/>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- "Lesson Plans." Learning for Justice, <https://www.learningforjustice.org/>.
- "Education Resources." Pulitzer Center, <https://pulitzercenter.org/education/education-resources>.
- "Teaching with the News." Choices Program. Brown University. <https://www.choices.edu/teaching-with-the-news/>.

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- “Teaching Resources.” Facing History and Ourselves.  
<https://www.facinghistory.org/how-it-works/teaching-resources>.



# Hillsborough Township Public Schools Curriculum Map

## Course Title: US II CP

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<b>UNIT OF STUDY</b>	Unit 5: World War II
<b>PACING</b>	18 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>• What were the reasons for, and results of, U.S. diplomatic, economic, and military initiatives in North America and overseas?</li> <li>• How has war transformed society politically, socially, economically and technologically?</li> <li>• What caused internal migration and various patterns of settlement in the United States, and how has this migration affected American life?</li> <li>• How did ideas about national identity change in response to U.S. involvement in international conflicts and the growth of the United States?</li> <li>• What were social, economic, and political effects of World War II for various peoples and groups throughout America?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>• The rise of fascism in Europe and the economic demands of our allies reversed American isolationism and forced American intervention.</li> <li>• America's global colonies were threatened and attacked, forcing a military response on two fronts.</li> <li>• The increase in federal authority in directing the economy during WWII imposed restrictions on all, limiting civil rights to varying degrees while also providing new opportunities for women and some minority groups.</li> <li>• European and Pacific wartime experiences varied greatly.</li> <li>• Goals and agendas held by world leaders shaped wartime diplomacy and military strategies of allied nations.</li> <li>• America emerged from WWII as a military, economic and diplomatic superpower and continues in this role to influence global affairs today.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>• Use primary source documents related to America's involvement in World War II and write an essay about how it changed American society.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>• Entrance/exit ticket</li> <li>• Writing prompt</li> <li>• Graphic organizer(s)</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>• Analysis of Primary and Secondary Documents Practice</li> <li>• Open-Ended Questions (OEQ)</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>• Document analysis and historical context development</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>• Development of essay writing focusing on primary and secondary source analysis and historical context</li> </ul>

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### Course Title: US II CP

#### NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

*Must include the standard # & verbiage*

- 6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
- 6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- 6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
- 6.1.12.EconET.11.a: Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.
- 6.1.12.EconNM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
- 6.1.12.HistoryCC.11.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- 6.1.12.HistoryCA.11.a: 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.
- 6.1.12.HistoryCA.11.b: Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).
- 6.1.12.HistoryCC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
- 6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- 6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

#### INTERDISCIPLINARY CONNECTIONS

*Must include the standard # & verbiage*

##### *Comprehensive Health & Physical Education*

- None.

##### *Computer Science & Design Thinking*

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

##### *English Language Arts*

- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court

## Hillsborough Township Public Schools Curriculum Map

### Course Title: US II CP

majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- WHST.11-12.1. Write arguments focused on discipline-specific content. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning 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. C. Use transitions (e.g. words, phrases, clauses) 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. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### **Mathematics**

- None.

#### **Science**

- None.

#### **Visual & Performing Arts**

- None.

#### **World Languages**

- None.

#### **CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS**

*Must include the standard # & verbiage*

#### **9.1-Personal Financial Literacy**

- None.

#### **9.2-Career Awareness, Exploration, Preparation, and Training**

- None.

# Hillsborough Township Public Schools Curriculum Map

## Course Title: US II CP

### 9.4-Life Literacies & Key Skills

- None.

### CAREERS ASSOCIATED WITH THIS UNIT

- Federal and Local Law Enforcement
- Technology Industry
- Engineer
- Stock Broker/Investor
- Artist (music, painting, writing and photography/film)
- Marketing/Advertising
- Entrepreneur
- International Economic Relations
- Labor Leader or Union Representative

### DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- As per the above cited standards, this unit addresses wartime experiences and contributions of Black people and Asian-Americans/Pacific Islanders (Amistad Curriculum Mandate/Asian-American and Pacific Islander Curriculum Mandate). In addition, students review learning about the Holocaust and the development of the United Nations. Amistad/Black History (Holocaust Curriculum Mandate).
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

### SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

#### Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

#### Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

#### Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others

#### Relationship Skills

- Establish and maintain healthy relationships

#### Responsible Decision-Making

## Hillsborough Township Public Schools Curriculum Map

### Course Title: US II CP

- Evaluate personal, ethical, safety, and civic impact of decisions

#### MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504*

- Accommodations for all subject areas may be viewed [here](#).

#### RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Ambrose, Stephen. *Band of Brothers: E Company, 506th Regiment, 101st Airborne from Normandy to Hitler's Eagle's Nest*. Simon & Schuster, 2001.
- Ambrose, Stephen. *D Day: June 6<sup>th</sup> 1944, The Climactic Battle of WWII*. Simon & Schuster, 1995.
- Atkinson, Rick. *An Army at Dawn*. Henry Holt & Co., 2002.
- Atkinson, Rick. *The Day of Battle*. Henry Holt & Co., 2007.
- Atkinson, Rick. *The Guns at Last Light*. Henry Holt & Co., 2013.
- Bérubé, Allan. *Coming Out Under Fire: The History of Gay Men and Women in World War Two*. University of North Carolina Press, 2010.
- Wake, Naoko. "The Military, Psychiatry, and 'Unfit' Soldiers, 1939–1942." *Journal of the History of Medicine and Allied Sciences* 62, no. 4 (2007): 461-94.
- Appleby, Joyce, et al. *United States: History & Geography*. McGraw-Hill Education, 2018.
- "Education Resources." National Geographic Society, 25 May 2022, <https://www.nationalgeographic.org/society/education-resources/>.
- "National Museum of African American History & Culture." A People's Journey, A Nation's Story | National Museum of African American History and Culture, <https://nmaahc.si.edu/>.
- "Smithsonian's History Explorer." Smithsonian's History Explorer, <https://historyexplorer.si.edu/>.
- "US History Lesson Plans Resources." PBS LearningMedia, <https://ny.pbslearningmedia.org/subjects/social-studies/us-history/>.
- History TV Shows | the History Channel." History.com, A&E Television Networks, <https://www.history.com/shows>.
- "Home Page: National Museum of the American Indian." Home Page | National Museum of the American Indian, <https://americanindian.si.edu/>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- "Teaching with the News." Choices Program. Brown University. <https://www.choices.edu/teaching-with-the-news/>.
- "Lesson Plans." Learning for Justice, <https://www.learningforjustice.org/>.
- "Education Resources." Pulitzer Center, <https://pulitzercenter.org/education/education-resources>.
- "Teaching Resources." Facing History and Ourselves. <https://www.facinghistory.org/how-it-works/teaching-resources>.

# Hillsborough Township Public Schools Curriculum Map

## Course Title: US II CP

[Table of Contents](#)

<b>UNIT OF STUDY</b>	Unit 6: 1945 - 1960 Cold War and Domestic Unrest
<b>PACING</b>	20 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How did conflicts throughout the Cold War influence American domestic and foreign policies?</li> <li>● How have ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States?</li> <li>● How have different beliefs about the federal government’s role in U.S. social and economic life affected political debates and policies?</li> <li>● How has technological innovation affected both economic development and society?</li> <li>● How have popular movements, reform efforts, and activist groups sought to change American society and institutions?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Differing political views between democracy and communism propelled global tensions which developed the multi-decade Cold War.</li> <li>● Consequences of Cold War tensions developed military conflicts which involved American engagement throughout Asia, Africa, and Latin America.</li> <li>● Military and diplomatic agendas, concerns, and decisions made by the U.S. and the Soviet Union during WWII produced suspicions and tension resulting in a postwar Cold War.</li> <li>● The arms race, space race, propaganda, espionage, and proxy wars served to exacerbate tensions between the world’s superpowers, and resulted in a climate of fear and suspicion.</li> <li>● The Civil Rights movement achieved varying degrees of success through activism at the state and federal government levels; however, equality for different groups of people remains elusive even today.</li> <li>● Population shifts from urban to suburban areas transformed American society and these shifts had effects on social and economic mobility for various groups of people.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Analyze primary source documents through answering stimulus-based multiple choice questions.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● Entrance/exit ticket</li> <li>● Writing prompt</li> <li>● Graphic organizer(s)</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Analysis of Primary and Secondary Documents Practice</li> <li>● Open-Ended Questions (OEQ)</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● Document analysis and historical context development</li> <li>● Stimulus-based multiple choice assessment</li> </ul>

## Hillsborough Township Public Schools Curriculum Map

### Course Title: US II CP

#### Benchmark

- Development of essay writing focusing on primary and secondary source analysis and historical context

#### NEW JERSEY STUDENT LEARNING STANDARDS (NJSLS)

*Must include the standard # & verbiage*

- 6.1.12.EconNE.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
- 6.1.12.EconNE.12.a: Assess the impact of agricultural innovation on the world economy.
- 6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- • 6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
- 6.1.12.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.
- 6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- 6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.
- 6.1.12.HistoryCC.12.e: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
- 6.1.12.HistorySE.12.a: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
- 6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.
- 6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., *Hedgepeth and Williams v. Trenton Board of Education*), and New Jersey's laws in eliminating segregation and discrimination.
- 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, *Brown v. Board of Education*, and *Roe v. Wade*).
- 6.1.12.GeoPP.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.

#### INTERDISCIPLINARY CONNECTIONS

*Must include the standard # & verbiage*

##### *Comprehensive Health & Physical Education*

- None.

##### *Computer Science & Design Thinking*

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

## Hillsborough Township Public Schools Curriculum Map

### Course Title: US II CP

- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

#### **English Language Arts**

- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- WHST.11-12.1. Write arguments focused on discipline-specific content. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning 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. C. Use transitions (e.g. words, phrases, clauses) 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. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

#### **Mathematics**

- None.

#### **Science**

- None.

#### **Visual & Performing Arts**

- None.

#### **World Languages**

- None.

#### **CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS**

*Must include the standard # & verbiage*



# Hillsborough Township Public Schools Curriculum Map

## Course Title: US II CP

### 9.1-Personal Financial Literacy

- None.

### 9.2-Career Awareness, Exploration, Preparation, and Training

- None.

### 9.4-Life Literacies & Key Skills

- None.

### CAREERS ASSOCIATED WITH THIS UNIT

- Urban/Suburban Planner
- Realtor
- U.S. Military
- Social Worker
- TV actor/producer/news reporter
- Politician
- Local government

### DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)*

*Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- As per the standards, this unit includes instruction on the experiences of groups of people after WWII and human rights issues related to movements for equality (Amistad Curriculum Mandate, Holocaust Curriculum Mandate / Asian-American and Pacific Islander Curriculum Mandate).
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

### SOCIAL EMOTIONAL LEARNING CONNECTIONS

*[NJ SEL](#) sub-competencies are listed that are addressed in this unit*

#### *Self-Awareness*

- Recognize the importance of self-confidence in handling daily tasks and challenges

#### *Self-Management*

- Recognize the skills needed to establish and achieve personal and educational goals

#### *Social Awareness*

- Recognize and identify the thoughts, feelings, and perspectives of others

#### *Relationship Skills*

## Hillsborough Township Public Schools Curriculum Map

### Course Title: US II CP

- Establish and maintain healthy relationships

#### ***Responsible Decision-Making***

- Evaluate personal, ethical, safety, and civic impact of decisions

#### **MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504**

- Accommodations for all subject areas may be viewed [here](#).

#### **RESOURCES – *Cited print and electronic sources***

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

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- “Lesson Plans.” Learning for Justice, <https://www.learningforjustice.org/>.
- “Education Resources.” Pulitzer Center, <https://pulitzercenter.org/education/education-resources>.
- “Teaching with the News.” Choices Program. Brown University. <https://www.choices.edu/teaching-with-the-news/>.
- “Teaching Resources.” Facing History and Ourselves. <https://www.facinghistory.org/how-it-works/teaching-resources>.
- Clayborne, Carson. “The Eyes on the Prize.” *Civil Rights Reader: Documents, Speeches and Firsthand Accounts from the Black Freedom Struggle*. Penguin, 1991.
- Hacker, Andrew. *Two Nations: Black and White, Separate, Hostile, Unequal*. Macmillan Publishing, 1992.
- Halberstam, David. *The Coldest Winter: America and the Korean War*. ABC News, 2007.
- Kozol, Jonathan. *Death at an Early Age*. Houghton Mifflin Company, 1967.
- Oshinsky, David M. *A Conspiracy So Immense: The World of Joe McCarthy*. Oxford University Press, 2005.
- Appleby, Joyce, et al. *United States: History & Geography*. McGraw-Hill Education, 2018.
- “Education Resources.” National Geographic Society, 25 May 2022, <https://www.nationalgeographic.org/society/education-resources/>.
- “National Museum of African American History & Culture.” A People's Journey, A Nation's Story | National Museum of African American History and Culture, <https://nmaahc.si.edu/>.
- “Smithsonian's History Explorer.” Smithsonian's History Explorer, <https://historyexplorer.si.edu/>.
- “US History Lesson Plans Resources.” PBS LearningMedia, <https://ny.pbslearningmedia.org/subjects/social-studies/us-history/>.
- History TV Shows | the History Channel.” History.com, A&E Television Networks, <https://www.history.com/shows>.
- “Home Page: National Museum of the American Indian.” Home Page | National Museum of the American Indian, <https://americanindian.si.edu/>.

## Hillsborough Township Public Schools Curriculum Map

### Course Title: US II CP

[Table of Contents](#)

<b>UNIT OF STUDY</b>	Unit 7: 1961 - 1975 Promise, Turmoil and Limits of a Superpower
<b>PACING</b>	20 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How did conflicts throughout the Cold War influence American domestic and foreign policies?</li> <li>● How have ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States?</li> <li>● How have different beliefs about the federal government’s role in U.S. social and economic life affected political debates and policies?</li> <li>● How has technological innovation affected both economic development and society?</li> <li>● How have popular movements, reform efforts, and activist groups sought to change American society and institutions?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Differing political and economic views between democracy and communism propelled global tensions which developed the multi-decade Cold War.</li> <li>● Consequences of Cold War tensions developed military conflicts which involved American engagement throughout Asia, Africa, and Latin America.</li> <li>● The arms and space races served to exacerbate tensions between the world’s superpowers, and resulted in a climate of fear and suspicion.</li> <li>● The Civil Rights and other reform movements achieved varying degrees of success through activism at the state and federal government levels; however, equality for different groups remains elusive even today.</li> <li>● Leadership decisions made in response to critical events (Cuba, Vietnam, Civil Rights, Watergate) eroded public trust in the American government.</li> <li>● Efforts to expand civil rights achieved some success among women and African Americans, but overall limited progress was made for other marginalized groups (Native Americans, LGBTQ+, Hispanic/Latino, Asian-Americans/Pacific Islanders, Americans with disabilities).</li> <li>● The Anti-Vietnam War movement, protest for expanded rights, and voting behavior caused Americans to examine and redefine societal norms and behavior.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Use primary source documents to write an essay about how American society effectively responded to the spread of communism domestically and abroad.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● Entrance/exit ticket</li> <li>● Writing prompt</li> <li>● Graphic organizer(s)</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Analysis of Primary and Secondary Documents Practice</li> <li>● Open-Ended Questions (OEQ)</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● Document analysis and historical context development</li> </ul>

# Hillsborough Township Public Schools Curriculum Map

## Course Title: US II CP

### Benchmark

- Development of essay writing focusing on primary and secondary source analysis and historical context

### NEW JERSEY STUDENT LEARNING STANDARDS (NJSLS)

*Must include the standard # & verbiage*

- 6.1.12.GeoPP.13.b: Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
- 6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.
- 6.1.12.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.
- 6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
- 6.1.12.EconNE.13.a: Evaluate the effectiveness of economic policies that sought to combat postWorld War II inflation.
- 6.1.12.EconNE.13.b: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
- 6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
- 6.1.12.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.
- 6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.
- 6.1.12.HistoryCC.13.d: Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
- 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
- 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.

### INTERDISCIPLINARY CONNECTIONS

*Must include the standard # & verbiage*

#### *Comprehensive Health & Physical Education*

- None.

#### *Computer Science & Design Thinking*

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

Hillsborough Township Public Schools Curriculum Map

Course Title: US II CP

**English Language Arts**

- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- WHST.11-12.1. Write arguments focused on discipline-specific content. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning 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. C. Use transitions (e.g. words, phrases, clauses) 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. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**Mathematics**

- None.

**Science**

- None.

**Visual & Performing Arts**

- None.

**World Languages**

- None.

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS**  
*Must include the standard # & verbiage*

**9.1-Personal Financial Literacy**

- None.

## Hillsborough Township Public Schools Curriculum Map

### Course Title: US II CP

#### **9.2-Career Awareness, Exploration, Preparation, and Training**

- None.

#### **9.4-Life Literacies & Key Skills**

- None.

#### **CAREERS ASSOCIATED WITH THIS UNIT**

- Urban/Suburban Planner
- Diplomat
- U.S. Military
- Social Worker
- TV Actor/Producer/News Reporter
- Politician/Political Activist

#### **DIVERSITY, EQUITY, & INCLUSION CONNECTIONS**

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)*

*Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- As per the above cited standards, this unit addresses civil rights movements for various groups of people (Amistad Curriculum Mandate, Inclusive Curriculum Mandate). In addition, it includes immigration in this time period (Asian-American and Pacific Islander Curriculum Mandate).
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

#### **SOCIAL EMOTIONAL LEARNING CONNECTIONS**

***NJ SEL** sub-competencies are listed that are addressed in this unit*

##### **Self-Awareness**

- Recognize the importance of self-confidence in handling daily tasks and challenges

##### **Self-Management**

- Recognize the skills needed to establish and achieve personal and educational goals

##### **Social Awareness**

- Recognize and identify the thoughts, feelings, and perspectives of others

##### **Relationship Skills**

- Establish and maintain healthy relationships

##### **Responsible Decision-Making**

- Evaluate personal, ethical, safety, and civic impact of decisions

## Hillsborough Township Public Schools Curriculum Map

### Course Title: US II CP

#### MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504*

- Accommodations for all subject areas may be viewed [here](#).

#### RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

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- "Lesson Plans." Learning for Justice, <https://www.learningforjustice.org/>.
- "Education Resources." Pulitzer Center, <https://pulitzercenter.org/education/education-resources>.
- "Teaching with the News." Choices Program. Brown University. <https://www.choices.edu/teaching-with-the-news/>.
- "Teaching Resources." Facing History and Ourselves. <https://www.facinghistory.org/how-it-works/teaching-resources>.
- Bernstein, Carl and Woodward, Bob. *All the President's Men*. Warner, 1975.
- Carson, Rachel. *Silent Spring*. Houghton Mifflin Company, 2002.
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- Halberstam, David. *Ho*. Knopf Publishing, 1971.
- Friedan, Betty. *The Feminine Mystique*. Dell Publishing, 1963.
- Kovic, Ron. *Born on the Fourth of July*. McGraw Hill, 1976.
- Nader, Ralph. *Unsafe at Any Speed*. Knightsbridge Pub Co Mass, 1991.
- O'Brien, Tim. *The Things They Carried*. Mariner, 2009.
- O'Neill, William L. *Coming Apart: An Informal History of the 1960s*. Times Books, 1971.
- Appleby, Joyce, et al. *United States: History & Geography*. McGraw-Hill Education, 2018.
- "Education Resources." National Geographic Society, 25 May 2022, <https://www.nationalgeographic.org/society/education-resources/>.
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- "Smithsonian's History Explorer." Smithsonian's History Explorer, <https://historyexplorer.si.edu/>.
- "US History Lesson Plans Resources." PBS LearningMedia, <https://ny.pbslearningmedia.org/subjects/social-studies/us-history/>.
- History TV Shows | the History Channel." History.com, A&E Television Networks, <https://www.history.com/shows>.
- "Home Page: National Museum of the American Indian." Home Page | National Museum of the American Indian, <https://americanindian.si.edu/>.
- National Museum of American History, Washington, DC. <https://americanhistory.si.edu/>.

# Hillsborough Township Public Schools Curriculum Map

## Course Title: US II CP

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<b>UNIT OF STUDY</b>	Unit 8: 1975 - 1992 Rise of Conservatism and End of the Cold War
<b>PACING</b>	18 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How did the end of the Cold War affect American foreign and domestic policies?</li> <li>● To what extent can the United States claim victory in the Cold War?</li> <li>● How did the rise of conservatism impact the United States politically, socially, and economically?</li> <li>● Why did the Middle East take on a more important role in U.S. foreign policy decisions?</li> <li>● What has been the impact of increasing access to news and information on American society?</li> <li>● How have popular movements, reform efforts, and activist groups sought to change American society and institutions?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Although the U.S. claimed victory in the Cold War, the dissolution of the Soviet Union due to internal factors played a greater role in ending the conflict.</li> <li>● The rise of the religious right, the advocacy for conservative policies, and opposition to previous social change led many Americans to become less supportive of progressive views.</li> <li>● Federal economic policy focused on defense spending, deregulation, and tax cuts, which benefited wealthy Americans and businesses.</li> <li>● The emerging culture war between right and left inflamed debates regarding immigration, minority groups, gender equality, and sexual identity.</li> <li>● Political unrest in the Middle East threatened U.S. economic interests in the region.</li> <li>● Cable news greatly expanded public access to information but the bias and agenda of news agencies may have narrowed existing points of views.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Analyze primary source documents through answering stimulus-based multiple choice questions.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● Entrance/exit ticket</li> <li>● Writing prompt</li> <li>● Graphic organizer(s)</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Analysis of Primary and Secondary Documents Practice</li> <li>● Open-Ended Questions (OEQ)</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● Document analysis and historical context development</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>● Development of stimulus-based multiple choice assessment</li> </ul>



## Hillsborough Township Public Schools Curriculum Map

### Course Title: US II CP

#### NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

*Must include the standard # & verbiage*

- 6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
- 6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
- 6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
- 6.1.12.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
- 6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
- 6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
- 6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
- 6.1.12.CivicsPR.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.
- 6.1.12.HistoryCC.15.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
- 6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.
- 6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

## Hillsborough Township Public Schools Curriculum Map

### Course Title: US II CP

- 6.1.12.HistorySE.14.c: Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.

#### INTERDISCIPLINARY CONNECTIONS

*Must include the standard # & verbiage*

##### *Comprehensive Health & Physical Education*

- None.

##### *Computer Science & Design Thinking*

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

##### *English Language Arts*

- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- WHST.11-12.1. Write arguments focused on discipline-specific content. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning 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. C. Use transitions (e.g. words, phrases, clauses) 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. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

##### *Mathematics*

- None.

##### *Science*

## Hillsborough Township Public Schools Curriculum Map

### Course Title: US II CP

<ul style="list-style-type: none"><li>• None.</li></ul>
<b>Visual &amp; Performing Arts</b>
<ul style="list-style-type: none"><li>• None.</li></ul>
<b>World Languages</b>
<ul style="list-style-type: none"><li>• None.</li></ul>
<b>CAREER READINESS, LIFE LITERACIES, &amp; KEY SKILLS CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>
<b>9.1-Personal Financial Literacy</b>
<ul style="list-style-type: none"><li>• None.</li></ul>
<b>9.2-Career Awareness, Exploration, Preparation, and Training</b>
<ul style="list-style-type: none"><li>• None.</li></ul>
<b>9.4-Life Literacies &amp; Key Skills</b>
<ul style="list-style-type: none"><li>• None.</li></ul>
<b>CAREERS ASSOCIATED WITH THIS UNIT</b>
<ul style="list-style-type: none"><li>• Technology Industry</li><li>• Engineer</li><li>• Stock Broker/Investor</li><li>• Artist (music, painting, writing and photography/film)</li><li>• Marketing/Advertising</li><li>• Entrepreneur</li><li>• International Economic Relations</li></ul>
<b>DIVERSITY, EQUITY, &amp; INCLUSION CONNECTIONS</b> <i>Required in grades K-12 per <a href="#">N.J.S.A. 18A:35-4:36a</a> &amp; the Amistad Law <a href="#">N.J.S.A. 18A 52:16A-88</a></i> <i>Required in grades 7-12 per <a href="#">N.J.S.A. 18A:35-4.35</a></i>
<ul style="list-style-type: none"><li>• According to the standards cited in this unit, instruction will include information about the role of courts in protecting human and civil rights of different groups (Amistad Curriculum Mandate, Holocaust Curriculum Mandate, Inclusive Curriculum Mandate, Asian-American and Pacific Islander Curriculum Mandate).</li><li>• Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</li></ul>
<b>SOCIAL EMOTIONAL LEARNING CONNECTIONS</b> <i><a href="#">NJSEL</a> sub-competencies are listed that are addressed in this unit</i>
<b>Self-Awareness</b>

## Hillsborough Township Public Schools Curriculum Map

### Course Title: US II CP

- Recognize the importance of self-confidence in handling daily tasks and challenges

#### ***Self-Management***

- Recognize the skills needed to establish and achieve personal and educational goals

#### ***Social Awareness***

- Recognize and identify the thoughts, feelings, and perspectives of others

#### ***Relationship Skills***

- Establish and maintain healthy relationships

#### ***Responsible Decision-Making***

- Evaluate personal, ethical, safety, and civic impact of decisions

#### **MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504**

- Accommodations for all subject areas may be viewed [here](#).

#### **RESOURCES – *Cited print and electronic sources***

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Atkinson, Rick. *Crusade: The Untold Story of the Persian Gulf War*. Houghton Mifflin, 1994.
- Hacker, Andrew. *Two Nations: Black and White, Separate, Hostile, Unequal*. Macmillan Publishing, 1992.
- Link, William A. *American Epoch: A History of the United States since 1900 Vol. 2*. Knopf Publishing, 1987.
- Zinn, Howard. *A Young People's History of the United States Vol. 2*. Penguin Random House, 2001.
- Appleby, Joyce, et al. *United States: History & Geography*. McGraw-Hill Education, 2018.
- "Education Resources." National Geographic Society, 25 May 2022, <https://www.nationalgeographic.org/society/education-resources/>.
- "Education Resources from the Library of Congress." Library of Congress. <https://www.loc.gov/education/>.
- "National Museum of African American History & Culture." A People's Journey, A Nation's Story | National Museum of African American History and Culture, <https://nmaahc.si.edu/>.
- "Smithsonian's History Explorer." Smithsonian's History Explorer, <https://historyexplorer.si.edu/>.
- "US History Lesson Plans Resources." PBS LearningMedia, <https://ny.pbslearningmedia.org/subjects/social-studies/us-history/>.
- History TV Shows | the History Channel." History.com, A&E Television Networks, <https://www.history.com/shows>.

## Hillsborough Township Public Schools Curriculum Map

### Course Title: US II CP

- “Home Page: National Museum of the American Indian.” Home Page | National Museum of the American Indian, <https://americanindian.si.edu/>.
- National Museum of American History, Washington, DC. <https://americanhistory.si.edu/>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- “Lesson Plans.” Learning for Justice, <https://www.learningforjustice.org/>.
- “Education Resources.” Pulitzer Center, <https://pulitzercenter.org/education/education-resources>.
- “Teaching with the News.” Choices Program. Brown University. <https://www.choices.edu/teaching-with-the-news/>.
- “Teaching Resources.” Facing History and Ourselves. <https://www.facinghistory.org/how-it-works/teaching-resources>.

# Hillsborough Township Public Schools Curriculum Map

## Course Title: US II CP

[Table of Contents](#)

<b>UNIT OF STUDY</b>	Unit 9: 1993 - Present Technology, Terrorism and Challenges of the 21st Century
<b>PACING</b>	25 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● To what extent has the rise of terrorism intensified debates over constitutional rights and shaped U.S. policy as a result?</li> <li>● How has the government affected the health and welfare of individuals and groups throughout America?</li> <li>● What have been the economic, social, and political impacts of technology and social media?</li> <li>● To what extent has globalization positively and/or negatively impacted America?</li> <li>● How has American foreign policy impacted how nations and individuals viewed it across the world?</li> <li>● How effectively has the United States achieved human rights as determined by the U.N. Universal Declaration of Human Rights post 9/11?</li> <li>● How have popular movements, reform efforts, and activist groups sought to change American society and institutions?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Attacks on American soil, property, and citizens both abroad and at home led to military action against terrorist activity throughout the world.</li> <li>● Terrorism and domestic violence have led to nationwide debates about immigration, gun control, privacy, free speech, gender equality, civil rights and the balance between security and liberty.</li> <li>● The goals and policies of political parties have impacted groups of Americans in different ways.</li> <li>● Technology and social media have fundamentally changed the way that people interact, communicate, exchange ideas, work, and play.</li> <li>● The benefits and drawbacks of globalization continue to be debated today.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Use primary source documents to write an essay about how American society effectively responded to the threat of terrorism.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● Entrance/exit ticket</li> <li>● Writing prompt</li> <li>● Graphic organizer(s)</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Analysis of Primary and Secondary Documents Practice</li> <li>● Open-Ended Questions (OEQ)</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● Document analysis and historical context development</li> </ul>

## Hillsborough Township Public Schools Curriculum Map

### Course Title: US II CP

#### Benchmark

- Development of essay writing focusing on primary and secondary source analysis and historical context

#### NEW JERSEY STUDENT LEARNING STANDARDS (NJSLS)

*Must include the standard # & verbiage*

- 6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
- 6.1.12.EconNE.14.a: Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
- 6.1.12.GeoNE.14.a: Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.
- 6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.
- 6.1.12.EconET.14.b: 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.
- 6.1.12.EconEM.14.a: Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
- 6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.
- 6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.1.12.HistoryCC.14.a: Develop an argument based on a variety of sources that compares George HW Bush's Iraqi policy with George W. Bush's.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- 6.1.12.HistorySE.14.c: Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.
- 6.1.12.HistoryCC.14.c: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.
- 6.1.12.HistoryCC.14.d: Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.
- 6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- 6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
- 6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.

## Hillsborough Township Public Schools Curriculum Map

### Course Title: US II CP

- 6.1.12.HistoryCC.15.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- 6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
- 6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
- 6.1.12.HistorySE.15.a: Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
- 6.1.12.HistorySE.15.b: Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
- 6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
- 6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
- 6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
- 6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
- 6.1.12.HistoryCC.16.a: 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.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
- 6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
- 6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).



## Hillsborough Township Public Schools Curriculum Map

### Course Title: US II CP

- 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

#### **INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

#### *Comprehensive Health & Physical Education*

- None.

#### *Computer Science & Design Thinking*

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

#### *English Language Arts*

- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- WHST.11-12.1. Write arguments focused on discipline-specific content. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning 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. C. Use transitions (e.g. words, phrases, clauses) 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. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### *Mathematics*

- None.

#### *Science*

## Hillsborough Township Public Schools Curriculum Map

### Course Title: US II CP

- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.

#### *Visual & Performing Arts*

- None.

#### *World Languages*

- None.

#### **CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS**

*Must include the standard # & verbiage*

#### *9.1-Personal Financial Literacy*

- 9.1.12.D.12: Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

#### *9.2-Career Awareness, Exploration, Preparation, and Training*

- None.

#### *9.4-Life Literacies & Key Skills*

- None.

#### **CAREERS ASSOCIATED WITH THIS UNIT**

- Federal and Local Law Enforcement
- Technology Industry
- Engineer
- Stock Broker/Investor
- Artist (music, painting, writing and photography/film)
- Marketing/Advertising
- Entrepreneur
- International Economic Relations
- Labor Leader or Union Representative
- Homeland Security

#### **DIVERSITY, EQUITY, & INCLUSION CONNECTIONS**

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)*

*Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- In alignment with the standards cited above, this unit addresses contributions of diverse groups of people and the extent of U.S. support for the human rights of all (Amistad Curriculum Mandate, Holocaust Curriculum Mandate, Inclusive Curriculum Mandate, Asian-American and Pacific Islander Curriculum Mandate).
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

## Hillsborough Township Public Schools Curriculum Map

### Course Title: US II CP

#### **SOCIAL EMOTIONAL LEARNING CONNECTIONS**

***NJ SEL** sub-competencies are listed that are addressed in this unit*

##### ***Self-Awareness***

- Recognize the importance of self-confidence in handling daily tasks and challenges

##### ***Self-Management***

- Recognize the skills needed to establish and achieve personal and educational goals

##### ***Social Awareness***

- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

##### ***Relationship Skills***

- Establish and maintain healthy relationships

##### ***Responsible Decision-Making***

- Evaluate personal, ethical, safety, and civic impact of decisions

#### **MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504**

- Accommodations for all subject areas may be viewed [here](#).

#### **RESOURCES – *Cited print and electronic sources***

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Caputo, Philip. *A Rumor of War*. Holt, 1996.
- Coll, Steve. *Ghost Wars: The Secret History of the CIA, Afghanistan, and Bin Laden from the Soviet Invasion to Sept. 10, 2001*. Penguin Press, 2004.
- Coll, Steve. *Directorate S: The CIA and America's Secret Wars in Afghanistan and Pakistan*. Penguin Press, 2018.
- Wright, Lawrence. *The Looming Tower: Al Qaeda and the Road to 9/11*. Alfred A. Knopf, 2006.
- Appleby, Joyce, et al. *United States: History & Geography*. McGraw-Hill Education, 2018.
- "Education Resources." National Geographic Society, 25 May 2022, <https://www.nationalgeographic.org/society/education-resources/>.
- "National Museum of African American History & Culture." A People's Journey, A Nation's Story | National Museum of African American History and Culture, <https://nmaahc.si.edu/>.
- "Smithsonian's History Explorer." Smithsonian's History Explorer, <https://historyexplorer.si.edu/>.
- "US History Lesson Plans Resources." PBS LearningMedia, <https://ny.pbslearningmedia.org/subjects/social-studies/us-history/>.
- History TV Shows | the History Channel." History.com, A&E Television Networks, <https://www.history.com/shows>.

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### Course Title: US II CP

- “Home Page: National Museum of the American Indian.” Home Page | National Museum of the American Indian, <https://americanindian.si.edu/>.
- National Museum of American History, Washington, DC. <https://americanhistory.si.edu/>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- “Teaching with the News.” Choices Program. Brown University. <https://www.choices.edu/teaching-with-the-news/>.
- “Lesson Plans.” Learning for Justice, <https://www.learningforjustice.org/>.
- “Education Resources.” Pulitzer Center, <https://pulitzercenter.org/education/education-resources>.
- “Teaching Resources.” Facing History and Ourselves. <https://www.facinghistory.org/how-it-works/teaching-resources>.