

Marking	Unit 9 Title	Recommended Instructional Days
Marking Period 3/4Period	Era 15 Contemporary United States: International Policies (1970–Today)	30-35 Days
<b>NJSLS - United States History: America in the World 6.1</b> <b>Disciplinary Strand:</b> <b>Disciplinary Concept:</b>		<b>Recommended Activities:</b> <ul style="list-style-type: none"> <li>● Do Nows - Exit Tickets</li> <li>● Review and analyze documents concerning the fall of the Soviet Union</li> <li>● Review and analyze the creation of the UN, and its role in diplomacy</li> <li>● Review and analyze the importance of international trade for a country's economy.</li> <li>● Review and analyze documents regarding the Cold War, and how the Arms Race intensified the potential clash</li> <li>● Review and analyze the use of terrorism and why this tactic was adopted.</li> <li>● Reflective writings: Civil Rights, the Vietnam War</li> <li>● Small group and large group discussions</li> </ul>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<b>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</b>	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.	
<b>Governments around the world support universal human rights to varying degrees.</b>	6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.	
<b>Multiple economic indicators are used to measure the health of an economy.</b>	6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.	
<b>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</b>	6.1.12.HistoryCC.15.a: Assess the impact of the arms race and the proliferation of nuclear weapons on	

	<p>world power, security, and national foreign policy.</p> <p>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.</p> <p>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.</p>	<p><b><u>Optional Extension Activities:</u></b></p> <ul style="list-style-type: none"> <li>● Review and analyze the refugee policies. <ul style="list-style-type: none"> <li>○ Explore South America, Syrian, Afghanistan, and/or Ukrainian refugees and how each are handled</li> </ul> </li> <li>● Review and analyze the Cuban Missile Crisis and how its part within the World War</li> <li>● Explore and analyze the Chernobyl crisis</li> <li>● Explore the use of sanctions and their impact on international trade</li> <li>● Explore how international conflicts impact prices at home. <ul style="list-style-type: none"> <li>○ Ukraine Invasion/Gas Prices</li> </ul> </li> <li>● Review and analyze China and its adoption of communism.</li> <li>● DBQ: One Child Policy</li> <li>● Explore the complexities of declaring war on a terrorist group</li> </ul> <p><b><u>Interdisciplinary Connections:</u></b></p> <ul style="list-style-type: none"> <li>● Science: research how the science community is trying to address environmental issues such as climate change and water scarcity</li> <li>● Language Arts: read poetry by and about refugees; compare newspaper coverage of a particular event by reading newspapers or visiting news sites from various countries</li> <li>● Art: analyze propaganda and posters (e.g. anti-communism; environmental challenges; war in Ukraine)</li> <li>● Math: analyze the Defense Department’s budget from 1970 - 2022</li> </ul> <p><b><u>New Jersey Legislative Statutes and Administrative.</u></b></p> <ul style="list-style-type: none"> <li>● <i>Climate Change</i> <ul style="list-style-type: none"> <li>○ <i>6.1.12.GeoHE16.a: Review of the UN Declaration, UN Millenial Goals VS UN Sustainable Development Goals, Evaluate Developed VS Undeveloped Nation’s Climate production</i></li> <li>○ <i>6.2.12.EconGE.6.a: Research US aide to other nations and what the money or equipment is for, UN programs for economic imbalances, social inequalities, climate change, health and/or illiteracy, NGOs that economic imbalances,</i></li> </ul> </li> </ul>
<p><b>Historical sources and evidence provide an understanding of different points of view about historical events.</b></p>	<p>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.</p> <p>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.</p> <p>6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing</p>	

	peaceful relations, alliances, and global agreements with other nations	<p><i>social inequalities, climate change, health and/or illiteracy.</i></p> <ul style="list-style-type: none"> <li>○ <i>6.2.12.EconGE.5.a: Evaluate the impact of Russian invasion of Ukraine on international oil prices.</i></li> <li>○ <i>6.2.12.CivicsHR.6.b: Research UN Security Council, Paris Climate Accords,</i></li> <li>○ <i>6.3.12.GeoGI.1: Leverage video conferences to setup discussion with international students and NGO</i></li> </ul>
<p><b>Human Environment Interaction:</b> Long-term climate variability has influenced human migration and settlement patterns, resource use, and land uses at local-to-global scales</p>	<p>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.</p>	
<p><b>Global Economy:</b> Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture</p>	<p>6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.</p>	
<p><b>Global Economy:</b> Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely</p>	<p>6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.</p>	
<p><b>Human and Civil Rights:</b> Human and civil rights support the worth and dignity of the individual.</p>	<p>6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.</p>	

<p><b>Global Interconnections: Global interconnections create complex spatial patterns at multiple scales that continue to change over time.</b></p>	<p>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.</p>	
<p><b>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</b></p>		
<p><i>Core Ideas:</i></p>	<p><i>Performance Expectation:</i></p>	<p><b><u>Unit Overarching Essential Question:</u></b></p> <ul style="list-style-type: none"> <li>● A. Civics, Government, and Human Rights <ul style="list-style-type: none"> <li>○ How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>○ How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</li> </ul> </li> <li>● B. Geography, People, and the Environment <ul style="list-style-type: none"> <li>○ How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> </ul> </li> <li>● C. Economics, Innovation, and Technology <ul style="list-style-type: none"> <li>○ How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?</li> <li>○ How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> </ul> </li> <li>● D. History, Culture, and Perspectives <ul style="list-style-type: none"> <li>○ How do our interpretations of past events inform our understanding of cause and effect, and continuity and</li> </ul> </li> </ul>
<p><b>Political and civil institutions impact all aspects of people’s lives</b></p>	<p>6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.</p>	
<p><b>Governments have different structures which impact development (expansion) and civic participation.</b></p>	<p>6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</p> <p>6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.</p>	

	<p>6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information</p>	<p>change, and how do they influence our beliefs and decisions about current public policy issues?</p> <ul style="list-style-type: none"> <li>○ How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</li> </ul>
<p><b>Civic participation and deliberation are the responsibility of every member of society</b></p>	<p>6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national</p>	
<p><b>Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.</b></p>	<p>6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints,</p>	
<p><b>The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</b></p>	<p>6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</p> <p>6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).</p> <p>6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the</p>	

	protection of individual rights and maintenance of limited government.	
<b>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</b>	<p>6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.</p> <p>6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</p> <p>6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</p> <p>6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p>	

	<p>6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.</p> <p>6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.</p>	
<p><b>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural</b></p>	<p>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</p>	
<p><b>Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</b></p>	<p>6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).</p> <p>6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).</p>	
<p><b>Social Studies Practices</b></p>		
<ul style="list-style-type: none"> <li>● Developing Questions and Planning Inquiry</li> <li>● Gathering and Evaluating Sources (sourcing; contextualization; corroboration)</li> <li>● Seeking Diverse Perspectives</li> <li>● Developing Claims and Using Evidence</li> <li>● Presenting Arguments and Explanations</li> <li>● Engaging in Civil Discourse and Critiquing Conclusions</li> </ul>		

<ul style="list-style-type: none"> <li>• Taking Informed Action</li> </ul>		
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> <li>• Self- awareness</li> <li>• Social Awareness</li> <li>• Self- Management</li> <li>• Relationship Skills</li> <li>• Responsible Decision-Making</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing the importance of self-confidence in handling daily tasks and challenges.</li> <li>• Demonstrate an awareness of the expectations for social interactions in a variety of ways.</li> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals.</li> <li>• Utilize positive communication and social skills to interact effectively with others.</li> <li>• Develop, implement, and model effective problem solving and critical thinking skills.</li> </ul>	
<p><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Do Nows - Exit Tickets</li> <li>• Review and analyze documents concerning the fall of the Soviet Union</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>• District Assessment</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Document Analysis - Research various topics of the</li> <li>• Analytical essay on the causes and effects of the Cold War</li> </ul>



<ul style="list-style-type: none"> <li>● Review and analyze the creation of the UN, and its role in diplomacy</li> <li>● Review and analyze the importance of international trade for a country's economy.</li> <li>● Review and analyze documents regarding the Cold War, and how the Arms Race intensified the potential clash</li> <li>● Review and analyze the use of terrorism and why this tactic was adopted.</li> <li>● Reflective writings: Civil Rights, the Vietnam War</li> <li>● Small group and large group discussions</li> <li>● Newsela Articles</li> <li>● Image Analysis &amp; Graphic Organizers/Gallery Walk</li> <li>● Map Skills Assignments</li> <li>● Analyzing Political Cartoons</li> <li>● Identify and summarize points of view</li> <li>● Online Games: Quizizz and Quizlet for content and vocabulary respectively</li> <li>● Quizzes</li> <li>● Flip Books</li> <li>● Debates/Discussions</li> <li>● Data Based Questions</li> <li>● Document Based Questions</li> <li>● Small and large group discussions</li> <li>● Peer reviews</li> <li>● View films</li> <li>● Listen to audio</li> <li>● Conduct interviews</li> <li>● Simulations</li> <li>● Analyze statistics</li> <li>● Policy analysis and recommendations</li> <li>● Persuasive/Expository Writing Prompts</li> </ul>	<ul style="list-style-type: none"> <li>● Opinion essay of the domestic and/or international effects of Cold War</li> <li>● Tests/Assessments</li> </ul>
---	---

**Differentiated Student Access to Content:  
Teaching and Learning *Resources/Materials***

<p><b>Core Resources</b></p>	<p><b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i></p>	<p><b>ELL Core Resources</b></p>	<p><b>Gifted &amp; Talented Core Resources</b></p>
------------------------------	---	----------------------------------	--

<ul style="list-style-type: none"> <li>● Prentice Hall, <i>United States History: New Jersey Edition</i></li> <li>● Prentice Hall, <i>A History of the United States</i></li> <li>● McDougal Littell, <i>The Americans</i></li> <li>● Pearson, <i>The African-American Odyssey</i></li> <li>● Pearson’s Pacemaker Series, United States History</li> <li>● Teacher’s Curriculum Institute: History Alive!</li> <li>● Amistad Curriculum</li> <li>● Holocaust &amp; Genocide Education Curriculum</li> <li>● DBQ Online</li> <li>● JStor</li> <li>● NewsELA</li> <li>● Cicero: History Beyond the Textbook</li> <li>● ArcGIS</li> </ul>	<ul style="list-style-type: none"> <li>● Skill building activities</li> <li>● Pearson’s Pacemaker Series</li> <li>● DBQ Online</li> <li>● ProEd Shorts</li> <li>● NewsELA</li> <li>● Videos</li> <li>● Leveled Assessments</li> <li>● Choice Boards</li> </ul>	<ul style="list-style-type: none"> <li>● Bilingual dictionary</li> <li>● Modified assessments and/or rubric</li> <li>● Videos in their native language</li> <li>● Pearson’s Pacemaker Series</li> <li>● ProEd Shorts</li> <li>● NewsELA</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled readings</li> <li>● Novels; periodicals</li> <li>● Leveled Assessments</li> <li>● Enrichment activities &amp; projects</li> <li>● Choice Boards</li> <li>● Inquiry projects</li> <li>● Genius Hour Projects</li> </ul>
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quiz, Quizlet, Kahoot,</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>● Novels, Periodicals, Maps, artifacts, JStor, ARC’s Research Lab, NewsELA, DBQ Online</li> </ul>			
<b>Differentiated Student Access to Content: Recommended Strategies &amp; Techniques</b>			

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic</li> <li>● Provide individual instruction as needed</li> <li>● Modify assessments and/or rubrics</li> <li>● Repeat instructions as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Skill building activities</li> <li>● Leveled Assessments</li> <li>● Choice Boards</li> <li>● Multi-sensory (VAKT) approach during instruction</li> <li>● Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)</li> <li>● Modify test content and/or format</li> <li>● Retakes</li> <li>● Additional time</li> <li>● Preferential seating</li> <li>● Review, restate and repeat directions; written directions</li> <li>● Study guides</li> <li>● Break assignments into segments of shorter tasks</li> <li>● Oral rather than written answers</li> </ul>	<ul style="list-style-type: none"> <li>● Modified activities</li> <li>● Extend time requirements</li> <li>● Preferred seating</li> <li>● Checks for understanding/review</li> <li>● Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary</li> <li>● Modified assessments and/or rubric</li> <li>● Reading materials in the native language</li> <li>● Watching videos in the native language</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum compacting &amp; acceleration</li> <li>● Leveled readings</li> <li>● Leveled Assessments</li> <li>● Enrichment activities &amp; projects</li> <li>● Choice Boards</li> <li>● Inquiry projects</li> </ul>

**NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS**

- Standard 9.1 Personal Financial Literacy
- Standard 9.2 Career Awareness, Exploration, Preparation and Training

**Disciplinary Concepts:**

- Financial health
- Financial Landscape
- Money Management
- Career Awareness and Planning
- Creativity and Innovation
- Critical Thinking and Problem-solving
- Digital Citizenship
- Global and Cultural Awareness

<ul style="list-style-type: none"> <li>Standard 9.3: Career and Technical Education</li> <li>Standard 9.4 Life Literacies and Key Skills</li> </ul>	<ul style="list-style-type: none"> <li>Information and Media Literacy</li> <li>Technology Literacy</li> </ul>	
	<b>Core Ideas:</b>	<p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p>
	<b>Performance Expectation/s:</b>	<p>Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)</p>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>Act as a responsible and contributing community member and employee.</li> <li>Attend to financial well-being.</li> <li>Consider the environmental, social and economic impacts of decisions.</li> <li>Demonstrate creativity and innovation.</li> <li>Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>Model integrity, ethical leadership and effective management.</li> <li>Plan education and career paths aligned to personal goals.</li> <li>Use technology to enhance productivity, increase collaboration and communicate effectively.</li> <li>Work productively in teams while using cultural/global competence.</li> </ul>	

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35- 4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	<b>X</b>	Standards in Action: <i>Climate Change</i>
--	---	--	---	--	--	--	--	----------	---