Honors US History II Curriculum Maps

Grade: 11th Grade Subject: Honors US History II	**Unit 1—Becoming a World Power (1890-1919)**
Big Idea/Rationale	● Unit 1—Becoming a World Power will address the beginning of the century efforts of Progressive Reform, as well as debates caused by the American Imperialism and World War I. Students will have the opportunity to evaluate America's participation in the global competition for empire that led to acquiring territories, the war against Spain, and the intervention in Mexico. While domestically America moved closer to the ideals of the American Revolution, the resulting new role for America as a world power was met with objections from the Anti-Imperialist League as against the founding tenets of the American Republic. Students will also examine the modern parallels concerning staying neutral when European nations went to war in 1914, the path that led to the United States joining the Allies in 1917, the government's role in mobilization, building public support for the war, and achieving peace in the new world order that followed.
Enduring Understandings	● Analyze the Progressive movement and how it changed America. ● Identify the causes and effects of the United States' transformation into a world power. ● Analyze the events and ideas that pushed the United States into World War I and the efforts the nation took to help the Allies win the war.
Essential Questions	● To what effect did Progressives focus on easing the suffering of the urban poor, improving working conditions, and reforming government? ● What were the results of women actively campaigning for reforms in education, children's welfare, temperance, and suffrage during the Progressive Era? ● How did Theodore Roosevelt use the power of the presidency to push for progressive reforms? ● What Progressive reforms continued during the Taft and Wilson presidencies? ● How did the United States expand its power and influence in the Pacific? ● How did the United States exert influence over Latin America after the Spanish-American War? ● How did the intervention in Mexico's revolution develop a strain between America and Mexico? ● How did rivalries among European nations lead to the outbreak of war in 1914? ● How did the United States help turn the tide for an Allied victory? ● How did the United States mobilize a variety of resources to wage World War I? ● In what ways did the Allies determine the terms for peace in the postwar world?

Content (Subject Matter)	● Progressivism
	  o Muckrakers
	  o Wisconsin Idea
	  o Square Deal
	  o Women's Suffrage
	  o Prohibition
	● American Imperialism—Hawaii, China, Caribbean, Philippines, Panama, etc.
	  o Spanish-American War—yellow journalism
	  o Roosevelt Corollary
	  o Mexican Revolution
	● World War I
	  o Outbreak of War

	o Mobilization o Versailles Treaty
Standards	**New Jersey Student Learning Standards for Social Studies** ● 6.1.12.A.6.a—Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice. ● 6.1.12.A.6.b—Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality. ● 6.1.12.A.6.c—Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., *Plessy v. Ferguson*) and state and local governmental policies. ● 6.1.12.B.6.a—Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade. ● 6.1.12.B.6.b—Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion. ● 6.1.12.C.6.a—Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups. ● 6.1.12.C.6.b—Determine how supply and demand influence price and output during the Industrial Revolution. ● 6.1.12.C.6.c—Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals. ● 6.1.12.D.6.a—Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States. ● 6.1.12.D.6.b—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.D.6.c—Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment. ● 6.1.12.A.7.a—Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war. ● 6.1.12.A.7.b—Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights. ● 6.1.12.A.7.c—Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries. ● 6.1.12.B.7.a—Explain how global competition by nations for land and resources led to increased militarism. ● 6.1.12.C.7.a—Determine how technological advancements affected the nature of World War I on land, on water, and in the air. ● 6.1.12.C.7.b—Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.

- 6.1.12.D.7.a—Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.
- 6.1.12.D.7.b—Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
- 6.1.12.D.7.c—Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
- 6.1.12.A.11.a—Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg- Briand Pact) in preventing international disputes.
- 6.1.12.A.14.b—Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
- 6.1.12.A.14.d—Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- 6.1.12.A.14.e—Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.
- 6.1.12.A.14.f—Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
- 6.1.12.B.14.b—Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
- 6.1.12.B.14.c—Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
- 6.1.12.C.14.a—Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
- 6.1.12.C.14.b—Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
- 6.1.12.C.14.c—Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
- 6.1.12.D.14.a—Determine the relationship between United States domestic and foreign policies.
- 6.1.12.D.14.d—Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
- 6.1.12.D.15.b—Compare the perspectives of other nations and the United States regarding United States foreign policy.
- 6.1.12.A.16.a—Examine the impact of media and technology on political and social issues in a global society.
- 6.1.12.A.16.c—Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

- 6.1.12.B.16.a—Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.
- 6.1.12.C.16.c—Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.

Common Core State Standards (History/Social Studies)
- 11-12.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources connecting insights gained from specific details to an understanding of the text as a whole.
- 11-12.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary that makes clear the relationships among the key details and ideas.
- 11-12.RH.03—Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence acknowledging where the text leaves matters uncertain.
- 11-12.RH.04—Determine the meaning of words and phrases as they are used in a text including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g. how Madison defines faction in Federalist No. 10).
- 11-12.RH.04—Analyze in detail how a complex primary source is structured including how key sentences paragraphs and larger portions of the text contribute to the whole.
- 11-12.RH.05—Analyze in detail how a complex primary source is structured including how key sentences paragraphs and larger portions of the text contribute to the whole.
- 11-12.RH.06—Evaluate authors' differing points of view on the same historical event or issue by assessing the author's claims reasoning and evidence.
- 11-12.RH.07—Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually quantitatively as well as in words) in order to address a question or solve a problem.
- 11-12.RH.08—Evaluate an author's premises claims and evidence by corroborating or challenging them with other information.
- 11-12.RH.09—Integrate information from diverse sources both primary and secondary into a coherent understanding of an idea or event noting discrepancies among sources.
- 11-12.RH.10—By the end of grade 12 read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
- 11-12.WST.01.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.
- 11-12.WST.01.B—Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level concerns values and possible biases.
- 11-12.WST.01.C—Use words phrases and clauses as well as varied syntax to link the major sections of the text create cohesion and clarify the relationships

	between claim(s) and reasons between reasons and evidence and between claim(s) and counterclaims.
	● 11-12.WST.01.D—Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	● 11-12.WST.01.E—Provide a concluding statement or section that follows from or supports the argument presented.
	● 11-12.WST.02.A—Introduce a topic and organize complex ideas concepts and information so that each new element builds on that which precedes it to create a unified whole include formatting (e.g. headings) graphics (e.g. figures tables) and multimedia when useful to aiding comprehension.
	● 11-12.WST.02.B—Develop the topic thoroughly by selecting the most significant and relevant facts extended definitions concrete details quotations or other information and examples appropriate to the audience's knowledge of the topic.
	● 11-12.WST.02.C—Use varied transitions and sentence structures to link the major sections of the text create cohesion and clarify the relationships among complex ideas and concepts.
	● 11-12.WST.02.D—Use precise language domain-specific vocabulary and techniques such as metaphor simile and analogy to manage the complexity of the topic convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
	● 11-12.WST.02.E—Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g. articulating implications or the significance of the topic).
	● 11-12.WST.04—Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience.
	● 11-12.WST.05—Develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.
	● 11-12.WST.06—Use technology including the Internet to produce publish and update individual or shared writing products in response to ongoing feedback including new arguments or information.
	● 11-12.WST.07—Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem narrow or broaden the inquiry when appropriate synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.
	● 11-12.WST.08—Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively assess the strengths and limitations of each source in terms of the specific task purpose and audience integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source and following a standard format for citation.
	● 11-12.WST.09—Draw evidence from informational texts to support analysis reflection and research.
	● 11-12.WST.10—Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.
Materials/Resources	Ayers, Edward, Robert D. Schulzinger, Jesús de la Teja, & Deborah Gray White. Eds. *American Anthem.* New York: Holt, Rinehart, and Winston, 2009. 　　o Chapter 16 – The Progressives

	o Chapter 17 – Entering the World Stage
	o Chapter 18 – The First World War.
Technology Standards	● 8.1.A Technology Operations and Concepts
	● 8.1.B. Creativity and Innovation
	● 8.1. C. Communication and Collaboration
	● 8.1. D. Digital Citizenship
	● 8.1. E. Research and Information Literacy
	● 8.1. F. Critical Thinking, Problem Solving, and Decision Making
	● 8.1. A. Nature of Technology: Creativity and Innovation
	● 8.1. B. Design: Critical Thinking, Problem Solving and Decision Making
	● 8.1. C Technological Citizenship, Ethics and Society
	● 8.1. D. Research and Information Fluency
	● 8.1. E. Communication and Collaboration
	● 8.1. F. Resources for a Technological World
	● 8.1. G. The Designed World
Interdisciplinary Standards	**Common Core State Standards (ELA)**
	● CCRA.L.6—Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
	● CCRA.SL.1—Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively.
	Common Core State Standards (Writing)
	● WHST.11-12.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
	● WHST.9-10.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
21st Century Skills	● Creativity and Innovation
	● Critical Thinking and Problem Solving
	● Communication and Collaboration
	● Information Literacy
	● Media Literacy
	● ICT Literacy
	● Life and Career Skills
21st Century Themes	● Civil Literacy
	● Environmental Literacy
	● Financial, Economic, Business and Entrepreneurial Literacy
	● Global Awareness
	● Health Literacy
Notes	

Grade: 11th Grade Subject: Honors US History II	**Unit 2—A Modern Nation (1918-1929)**
Big Idea/Rationale	● Unit 2—A Modern Nation explores the shift in American society that occurred during the Roaring Twenties. After World War I the United States experienced new perspectives that put pressure on traditional American ideals. The Red Scare, the Great Migration, Prohibition, isolationism, women's suffrage, consumerism, science and technology all changed the way Americans thought and behaved.
Enduring Understandings	● Analyze the dangers and changes the nation faced after World War I. ● Analyze the rapid and radical change American culture underwent in the 1920s. ● Analyze the economic boom in the 1920s and the causes of the stock market crash.
Essential Questions	● How did tensions and fears persist even after peace was achieved? ● How did the post-war economy grow and who was excluded? ● How did Presidents Harding and Coolidge reflect the nation's desire for peace and normalcy? ● What were the social changes of the 1920s? ● How did the African American community transform and contribute to the blossoming black culture centered in Harlem, New York? ● What were the new technologies that helped produce a new mass culture in the 1920s?

Content (Subject Matter)	● Red Scare
	● Harding & Coolidge Presidencies
	● Evolution
	● Prohibition
	● Harlem Renaissance
	● 1920s Society
	   o Women—Flappers
	   o Consumer Economy
	   o Entertainment—Movies, Radio, Sports
	   o Technology—Flight, Automobiles
	   o Literature—Lost Generation

Standards	**New Jersey Student Learning Standards for Social Studies** ● 6.1.12.D.7.c—Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I. ● 6.1.12.A.8.a—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.A.8.b—Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism. ● 6.1.12.A.8.c—Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations. ● 6.1.12.B.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.C.8.a—Analyze the push-pull factors that led to the Great Migration.

- 6.1.12.C.8.b – Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
- 6.1.12.D.8.a—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.D.8.b—Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
- 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.B.9.a—Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- 6.1.12.A.11.a—Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg- Briand Pact) in preventing international disputes.
- 6.1.12.A.14.b—Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
- 6.1.12.A.14.d—Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- 6.1.12.B.14.b—Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
- 6.1.12.C.14.a—Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
- 6.1.12.D.14.e—Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- 6.1.12.D.14.f—Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.1.12.D.15.d—Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
- 6.1.12.A.16.c—Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
- 6.1.12.D.16.c—Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

Common Core State Standards (History/Social Studies)
- 11-12.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources connecting insights gained from specific details to an understanding of the text as a whole.
- 11-12.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary that makes clear the relationships among the key details and ideas.

- 11-12.RH.03—Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence acknowledging where the text leaves matters uncertain.
- 11-12.RH.04—Determine the meaning of words and phrases as they are used in a text including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g. how Madison defines faction in Federalist No. 10).
- 11-12.RH.04—Analyze in detail how a complex primary source is structured including how key sentences paragraphs and larger portions of the text contribute to the whole.
- 11-12.RH.05—Analyze in detail how a complex primary source is structured including how key sentences paragraphs and larger portions of the text contribute to the whole.
- 11-12.RH.06—Evaluate authors' differing points of view on the same historical event or issue by assessing the author's claims reasoning and evidence.
- 11-12.RH.07—Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually quantitatively as well as in words) in order to address a question or solve a problem.
- 11-12.RH.08—Evaluate an author's premises claims and evidence by corroborating or challenging them with other information.
- 11-12.RH.09—Integrate information from diverse sources both primary and secondary into a coherent understanding of an idea or event noting discrepancies among sources.
- 11-12.RH.10—By the end of grade 12 read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
- 11-12.WST.01.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.
- 11-12.WST.01.B—Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level concerns values and possible biases.
- 11-12.WST.01.C—Use words phrases and clauses as well as varied syntax to link the major sections of the text create cohesion and clarify the relationships between claim(s) and reasons between reasons and evidence and between claim(s) and counterclaims.
- 11-12.WST.01.D—Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 11-12.WST.01.E—Provide a concluding statement or section that follows from or supports the argument presented.
- 11-12.WST.02.A—Introduce a topic and organize complex ideas concepts and information so that each new element builds on that which precedes it to create a unified whole include formatting (e.g. headings) graphics (e.g. figures tables) and multimedia when useful to aiding comprehension.
- 11-12.WST.02.B—Develop the topic thoroughly by selecting the most significant and relevant facts extended definitions concrete details quotations or other information and examples appropriate to the audience's knowledge of the topic.

	● 11-12.WST.02.C—Use varied transitions and sentence structures to link the major sections of the text create cohesion and clarify the relationships among complex ideas and concepts.
	● 11-12.WST.02.D—Use precise language domain-specific vocabulary and techniques such as metaphor simile and analogy to manage the complexity of the topic convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
	● 11-12.WST.02.E—Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g. articulating implications or the significance of the topic).
	● 11-12.WST.04—Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience.
	● 11-12.WST.05—Develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.
	● 11-12.WST.06—Use technology including the Internet to produce publish and update individual or shared writing products in response to ongoing feedback including new arguments or information.
	● 11-12.WST.07—Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem narrow or broaden the inquiry when appropriate synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.
	● 11-12.WST.08—Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively assess the strengths and limitations of each source in terms of the specific task purpose and audience integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source and following a standard format for citation.
	● 11-12.WST.09—Draw evidence from informational texts to support analysis reflection and research.
	● 11-12.WST.10—Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.
Materials/Resources	Ayers, Edward, Robert D. Schulzinger, Jesús de la Teja, & Deborah Gray White. Eds. *American Anthem.* New York: Holt, Rinehart, and Winston, 2009. o Chapter 19 – From War to Peace o Chapter 20 – The Roaring Twenties
Technology Standards	● 8.1.A Technology Operations and Concepts ● 8.1.B. Creativity and Innovation ● 8.1. C. Communication and Collaboration ● 8.1. D. Digital Citizenship ● 8.1. E. Research and Information Literacy ● 8.1. F. Critical Thinking, Problem Solving, and Decision Making ● 8.1. A. Nature of Technology: Creativity and Innovation ● 8.1. B. Design: Critical Thinking, Problem Solving and Decision Making ● 8.1. C Technological Citizenship, Ethics and Society ● 8.1. D. Research and Information Fluency ● 8.1. E. Communication and Collaboration ● 8.1. F. Resources for a Technological World ● 8.1. G. The Designed World

Interdisciplinary Standards	**Common Core State Standards (ELA)** ● CCRA.L.6—Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. ● CCRA.SL.1—Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively. **Common Core State Standards (Writing)** ● WHST.11-12.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. ● WHST.9-10.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
21st Century Skills	● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● ICT Literacy ● Life and Career Skills
21st Century Themes	● Civil Literacy ● Environmental Literacy ● Financial, Economic, Business and Entrepreneurial Literacy ● Global Awareness ● Health Literacy
Notes	

Grade: 11th Grade Subject: Honors US History II	**Unit 3—Economic Crisis (1929-1939)**
Big Idea/Rationale	● Unit 3—Economic Crisis explores the underlying weaknesses of the American economy of the late 1920s that caused the Stock Market Crash and the Great Depression that followed. Students will observe the debate that still goes on today about the role of the federal government in citizens' lives that began with Franklin Roosevelt's New Deal.
Enduring Understandings	● Analyze the economic boom in the 1920s and the causes of the stock market crash. ● Analyze the causes and effects of President Roosevelt's New Deal programs.
Essential Questions	● How did the stock market crash of 1929 reveal weaknesses in the American economy that helped trigger a spreading economic crisis? ● How did the Great Depression and the natural disaster known as the Dust Bowl produce economic suffering on a scale the nation had never seen before? ● Why was the clear philosophy of government brought into office by Herbert Hoover overwhelmed by the events of the Great Depression? ● How did FDR address the country's needs in 1933? What were the results? ● How were the new wave of government initiatives starting in 1935 received by the nation? ● How did the Great Depression and the New Deal impact on American culture of the 1930s? ● How did the New Deal change America's relationship with the government?

Content (Subject Matter)	● Stock Market Crash
	● Great Depression
	   ○ Hoover's Presidency
	   ○ Dust Bowl
	   ○ New Deal
	   ○ Society & Culture

Standards	**New Jersey Student Learning Standards for Social Studies** ● 6.1.12.A.8.a—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.A.8.b—Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism. ● 6.1.12.B.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.A.9.a—Analyze how the actions and policies of the United States government contributed to the Great Depression. ● 6.1.12.B.9.a—Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression. ● 6.1.12.C.9.a—Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health. ● 6.1.12.C.9.b—Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.

- 6.1.12.C.9.c—Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
- 6.1.12.C.9.d—Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.
- 6.1.12.D.9.a—Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- 6.1.12.D.9.b—Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
- 6.1.12.A.10.a—Evaluate the arguments regarding the role of the federal government during the New Deal era.
- 6.1.12.A.10.b—Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.
- 6.1.12.A.10.c—Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
- 6.1.12.B.10.a—Assess the effectiveness of New Deal programs designed to protect the environment.
- 6.1.12.C.10.a—Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
- 6.1.12.C.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.D.10.a—Analyze how other nations responded to the Great Depression.
- 6.1.12.D.10.b—Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
- 6.1.12.D.10.c—Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.
- 6.1.12.D.10.d—Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.
- 6.1.12.A.14.c—Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
- 6.1.12.A.14.d—Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- 6.1.12.A.14.e—Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.
- 6.1.12.B.14.b—Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
- 6.1.12.C.14.a—Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
- 6.1.12.C.14.b—Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
- 6.1.12.C.14.c—Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.

	- 6.1.12.A.16.c—Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries. - 6.1.12.D.16.c—Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society. **Common Core State Standards (History/Social Studies)** - 11-12.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources connecting insights gained from specific details to an understanding of the text as a whole. - 11-12.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary that makes clear the relationships among the key details and ideas. - 11-12.RH.03—Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence acknowledging where the text leaves matters uncertain. - 11-12.RH.04—Determine the meaning of words and phrases as they are used in a text including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g. how Madison defines faction in Federalist No. 10). - 11-12.RH.04—Analyze in detail how a complex primary source is structured including how key sentences paragraphs and larger portions of the text contribute to the whole. - 11-12.RH.05—Analyze in detail how a complex primary source is structured including how key sentences paragraphs and larger portions of the text contribute to the whole. - 11-12.RH.06—Evaluate authors' differing points of view on the same historical event or issue by assessing the author's claims reasoning and evidence. - 11-12.RH.07—Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually quantitatively as well as in words) in order to address a question or solve a problem. - 11-12.RH.08—Evaluate an author's premises claims and evidence by corroborating or challenging them with other information. - 11-12.RH.09—Integrate information from diverse sources both primary and secondary into a coherent understanding of an idea or event noting discrepancies among sources. - 11-12.RH.10—By the end of grade 12 read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently. - 11-12.WST.01.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. - 11-12.WST.01.B—Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level concerns values and possible biases. - 11-12.WST.01.C—Use words phrases and clauses as well as varied syntax to link the major sections of the text create cohesion and clarify the relationships between claim(s) and reasons between reasons and evidence and between claim(s) and counterclaims.

	● 11-12.WST.01.D—Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ● 11-12.WST.01.E—Provide a concluding statement or section that follows from or supports the argument presented. ● 11-12.WST.02.A—Introduce a topic and organize complex ideas concepts and information so that each new element builds on that which precedes it to create a unified whole include formatting (e.g. headings) graphics (e.g. figures tables) and multimedia when useful to aiding comprehension. ● 11-12.WST.02.B—Develop the topic thoroughly by selecting the most significant and relevant facts extended definitions concrete details quotations or other information and examples appropriate to the audience's knowledge of the topic. ● 11-12.WST.02.C—Use varied transitions and sentence structures to link the major sections of the text create cohesion and clarify the relationships among complex ideas and concepts. ● 11-12.WST.02.D—Use precise language domain-specific vocabulary and techniques such as metaphor simile and analogy to manage the complexity of the topic convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. ● 11-12.WST.02.E—Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g. articulating implications or the significance of the topic). ● 11-12.WST.04—Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience. ● 11-12.WST.05—Develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience. ● 11-12.WST.06—Use technology including the Internet to produce publish and update individual or shared writing products in response to ongoing feedback including new arguments or information. ● 11-12.WST.07—Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem narrow or broaden the inquiry when appropriate synthesize multiple sources on the subject demonstrating understanding of the subject under investigation. ● 11-12.WST.08—Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively assess the strengths and limitations of each source in terms of the specific task purpose and audience integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source and following a standard format for citation. ● 11-12.WST.09—Draw evidence from informational texts to support analysis reflection and research. ● 11-12.WST.10—Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.

Materials/Resources	Ayers, Edward, Robert D. Schulzinger, Jesús de la Teja, & Deborah Gray White. Eds. *American Anthem.* New York: Holt, Rinehart, and Winston, 2009.
	   o Chapter 21 – The Great Depression Begins
	   o Chapter 22 – The New Deal

Technology Standards	8.1.A Technology Operations and Concepts 8.1.B. Creativity and Innovation 8.1. C. Communication and Collaboration 8.1. D. Digital Citizenship 8.1. E. Research and Information Literacy 8.1. F. Critical Thinking, Problem Solving, and Decision Making 8.1. A. Nature of Technology: Creativity and Innovation 8.1. B. Design: Critical Thinking, Problem Solving and Decision Making 8.1. C Technological Citizenship, Ethics and Society 8.1. D. Research and Information Fluency 8.1. E. Communication and Collaboration 8.1. F. Resources for a Technological World 8.1. G. The Designed World
Interdisciplinary Standards	**Common Core State Standards (ELA)** - CCRA.L.6—Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. - CCRA.SL.1—Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively. **Common Core State Standards (Writing)** - WHST.11-12.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. - WHST.9-10.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
21st Century Skills	- Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Life and Career Skills
21st Century Themes	- Civil Literacy - Environmental Literacy - Financial, Economic, Business and Entrepreneurial Literacy - Global Awareness - Health Literacy
Notes	

Grade: 11th Grade Subject: Honors US History II	**Unit 4—The World At War (1931-1945)**
Big Idea/Rationale	● Unit 4—The World at War will allow students to recognize that the vulnerability of horrendous economic conditions gave rise to totalitarian authorities around the world. America became the leader of the free world by liberating Europe and Asia from those regimes.
Enduring Understandings	● Analyze the events that led to the outbreak of World War II. ● Analyze the events of World War II along with the effect these events had on the lives of Americans.
Essential Questions	● How did the effects of World War I set the stage for a new generation of leaders in Europe? ● What effects did appeasement have on Germany? ● How did Axis aggression eventually destroy isolationist feelings in the United States? ● How did the outbreak of World War II spur the mobilization of American military and industrial might? ● Why did the United States focus on the war in Europe first? ● How did Germany's Nazi government systematically murder some 6 million Jews and 5 million others? ● How gain the upper hand fighting its way toward Japan after initial defeats? ● How did Americans on the homefront contribute to the war effort? ● How did the Allies complete the defeat of the Axis Powers and what plans were made for the postwar world?

Content (Subject Matter)	● WWII
	   ○ Home Front
	   ○ European Theater
	   ○ Holocaust
	   ○ Pacific Theater
	   ○ A-Bomb

Standards	**New Jersey Student Learning Standards for Social Studies** ● 6.1.12.A.7.c—Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries. ● 6.1.12.D.7.c—Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I. ● 6.1.12.D.10.a—Analyze how other nations responded to the Great Depression. ● 6.1.12.A.11.a—Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg- Briand Pact) in preventing international disputes. ● 6.1.12.A.11.b—Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time. ● 6.1.12.A.11.c—Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights. ● 6.1.12.A.11.d—Analyze the decision to use the atomic bomb and the consequences of doing so.

- 6.1.12.A.11.e—Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- 6.1.12.B.11.a—Explain the role that geography played in the development of military strategies and weaponry in World War II.
- 6.1.12.C.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.C.11.b—Relate new wartime inventions to scientific and technological advancements in the civilian world.
- 6.1.12.D.11.a—Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
- 6.1.12.D.11.b—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.D.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.D.11.d—Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
- 6.1.12.D.11.e—Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
- 6.1.12.A.14.b—Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
- 6.1.12.C.15.b—Assess economic priorities related to international and domestic needs, as reflected in the national budget.
- 6.1.12.D.15.b—Compare the perspectives of other nations and the United States regarding United States foreign policy.
- 6.3.12.A.2—Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.D.1—Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2—Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Common Core State Standards (History/Social Studies)
- 11-12.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources connecting insights gained from specific details to an understanding of the text as a whole.
- 11-12.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary that makes clear the relationships among the key details and ideas.
- 11-12.RH.03—Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence acknowledging where the text leaves matters uncertain.
- 11-12.RH.04—Determine the meaning of words and phrases as they are used in a text including analyzing how an author uses and refines the meaning of a key

term over the course of a text (e.g. how Madison defines faction in Federalist No. 10).

- 11-12.RH.04—Analyze in detail how a complex primary source is structured including how key sentences paragraphs and larger portions of the text contribute to the whole.
- 11-12.RH.05—Analyze in detail how a complex primary source is structured including how key sentences paragraphs and larger portions of the text contribute to the whole.
- 11-12.RH.06—Evaluate authors' differing points of view on the same historical event or issue by assessing the author's claims reasoning and evidence.
- 11-12.RH.07—Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually quantitatively as well as in words) in order to address a question or solve a problem.
- 11-12.RH.08—Evaluate an author's premises claims and evidence by corroborating or challenging them with other information.
- 11-12.RH.09—Integrate information from diverse sources both primary and secondary into a coherent understanding of an idea or event noting discrepancies among sources.
- 11-12.RH.10—By the end of grade 12 read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
- 11-12.WST.01.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.
- 11-12.WST.01.B—Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level concerns values and possible biases.
- 11-12.WST.01.C—Use words phrases and clauses as well as varied syntax to link the major sections of the text create cohesion and clarify the relationships between claim(s) and reasons between reasons and evidence and between claim(s) and counterclaims.
- 11-12.WST.01.D—Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 11-12.WST.01.E—Provide a concluding statement or section that follows from or supports the argument presented.
- 11-12.WST.02.A—Introduce a topic and organize complex ideas concepts and information so that each new element builds on that which precedes it to create a unified whole include formatting (e.g. headings) graphics (e.g. figures tables) and multimedia when useful to aiding comprehension.
- 11-12.WST.02.B—Develop the topic thoroughly by selecting the most significant and relevant facts extended definitions concrete details quotations or other information and examples appropriate to the audience's knowledge of the topic.
- 11-12.WST.02.C—Use varied transitions and sentence structures to link the major sections of the text create cohesion and clarify the relationships among complex ideas and concepts.
- 11-12.WST.02.D—Use precise language domain-specific vocabulary and techniques such as metaphor simile and analogy to manage the complexity of

	the topic convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. ● 11-12.WST.02.E—Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g. articulating implications or the significance of the topic). ● 11-12.WST.04—Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience. ● 11-12.WST.05—Develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience. ● 11-12.WST.06—Use technology including the Internet to produce publish and update individual or shared writing products in response to ongoing feedback including new arguments or information. ● 11-12.WST.07—Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem narrow or broaden the inquiry when appropriate synthesize multiple sources on the subject demonstrating understanding of the subject under investigation. ● 11-12.WST.08—Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively assess the strengths and limitations of each source in terms of the specific task purpose and audience integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source and following a standard format for citation. ● 11-12.WST.09—Draw evidence from informational texts to support analysis reflection and research. ● 11-12.WST.10—Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.

Materials/Resources	Ayers, Edward, Robert D. Schulzinger, Jesús de la Teja, & Deborah Gray White. Eds. *American Anthem.* New York: Holt, Rinehart, and Winston, 2009.
	  o Chapter 23 – World War II Erupts
	  o Chapter 24 – The United States in World War II.

Technology Standards	● 8.1.A Technology Operations and Concepts ● 8.1.B. Creativity and Innovation ● 8.1. C. Communication and Collaboration ● 8.1. D. Digital Citizenship ● 8.1. E. Research and Information Literacy ● 8.1. F. Critical Thinking, Problem Solving, and Decision Making ● 8.1. A. Nature of Technology: Creativity and Innovation ● 8.1. B. Design: Critical Thinking, Problem Solving and Decision Making ● 8.1 C Technological Citizenship, Ethics and Society ● 8.1. D. Research and Information Fluency ● 8.1. E. Communication and Collaboration ● 8.1. F. Resources for a Technological World ● 8.1. G. The Designed World
Interdisciplinary Standards	**Common Core State Standards (ELA)** ● CCRA.L.6—Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

	● CCRA.SL.1—Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively. **Common Core State Standards (Writing)** ● WHST.11-12.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. ● WHST.9-10.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
21st Century Skills	● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● ICT Literacy ● Life and Career Skills
21st Century Themes	● Civil Literacy ● Environmental Literacy ● Financial, Economic, Business and Entrepreneurial Literacy ● Global Awareness ● Health Literacy
Notes	

Grade: 11th Grade Subject: Honors US History II	**Unit 5—Shifting Enemies (1941-1959)**
Big Idea/Rationale	● Unit 5—Shifting Enemies will scrutinize the post-World War II focus on communism and the beginnings of a cold war. Domestically students will evaluate the perception and reality of the communist threat and the government's response. Around the world students will analyze different strategies used to combat communism and assess America's successes and failures.
Enduring Understandings	● Analyze the causes and effects of the Cold War. ● Analyze the economic growth and prosperity the nation experienced after World War II, as well as the Cold War arms race with the Soviet Union.
Essential Questions	● After World War II, how did tensions between the Soviet Union and the United States lead to the era known as the Cold War? ● After World War II, what challenges did the United States face returning to life during peacetime? ● How did the start of the Cold War and events at home help trigger a second Red Scare? ● How and where did Cold War tensions finally erupt in a shooting war in 1950? ● How did the development of the Cold War impact U.S. domestic and foreign policies? ● How was the presidency of Dwight D. Eisenhower shaped in large part by the Cold War and related conflicts? ● How did the growing power of, and military reliance on, nuclear weapons help create significant anxiety in the American public in the 1950s? ● How was television a major influence on American culture in the 1950s, mirroring larger changes in technology and culture?
Content (Subject Matter)	● Iron Curtain & Containment ● Post-War America ● Korean War Eisenhower's Cold War—Dulles, Khrushchev ● Atomic Age & Arms/Space Race ● Fifties Technology & Popular Culture
Standards	**New Jersey Student Learning Standards for Social Studies** ● 6.1.12.D.11.e—Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations. ● 6.1.12.A.12.a—Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War. ● 6.1.12.A.12.b—Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts. ● 6.1.12.A.12.c—Explain how the Arab-Israeli conflict influenced American foreign policy. ● 6.1.12.B.12.a—Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period. ● 6.1.12.C.12.a—Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.

- 6.1.12.C.12.b—Assess the impact of agricultural innovation on the world economy.
- 6.1.12.C.12.c—Analyze how scientific advancements impacted the national and global economies and daily life.
- 6.1.12.C.12.d—Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- 6.1.12.D.12.a—Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
- 6.1.12.D.12.b—Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- 6.1.12.D.12.c—Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.
- 6.1.12.C.13.b—Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.
- 6.1.12.C.13.d—Relate American economic expansion after World War II to increased consumer demand.
- 6.1.12.D.13.d—Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
- 6.1.12.D.13.f—Relate the changing role of women in the labor force to changes in family structure.
- 6.1.12.A.14.h—Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
- 6.1.12.B.14.b—Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
- 6.1.12.B.14.d—Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.
- 6.1.12.D.14.a—Determine the relationship between United States domestic and foreign policies.
- 6.1.12.D.14.c—Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.
- 6.1.12.A.15.c—Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
- 6.1.12.A.15.d—Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- 6.1.12.A.15.e—Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.
- 6.1.12.C.15.b—Assess economic priorities related to international and domestic needs, as reflected in the national budget.
- 6.1.12.D.15.a—Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.
- 6.1.12.D.15.b—Compare the perspectives of other nations and the United States regarding United States foreign policy.
- 6.1.12.D.15.c—Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.

	● 6.1.12.A.16.c—Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries. ● 6.1.12.C.16.a—Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations. ● 6.1.12.C.16.c—Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce. ● 6.1.12.D.16.a—Analyze the impact of American culture on other world cultures from multiple perspectives. ● 6.1.12.D.16.c—Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society. ● 6.3.12.C.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.D.1—Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy. ● 6.3.12.D.2—Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. **Common Core State Standards (History/Social Studies)** ● 11-12.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources connecting insights gained from specific details to an understanding of the text as a whole. ● 11-12.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary that makes clear the relationships among the key details and ideas. ● 11-12.RH.03—Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence acknowledging where the text leaves matters uncertain. ● 11-12.RH.04—Determine the meaning of words and phrases as they are used in a text including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g. how Madison defines faction in Federalist No. 10). ● 11-12.RH.04—Analyze in detail how a complex primary source is structured including how key sentences paragraphs and larger portions of the text contribute to the whole. ● 11-12.RH.05—Analyze in detail how a complex primary source is structured including how key sentences paragraphs and larger portions of the text contribute to the whole. ● 11-12.RH.06—Evaluate authors' differing points of view on the same historical event or issue by assessing the author's claims reasoning and evidence. ● 11-12.RH.07—Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually quantitatively as well as in words) in order to address a question or solve a problem. ● 11-12.RH.08—Evaluate an author's premises claims and evidence by corroborating or challenging them with other information. ● 11-12.RH.09—Integrate information from diverse sources both primary and secondary into a coherent understanding of an idea or event noting discrepancies among sources.

- 11-12.RH.10—By the end of grade 12 read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
- 11-12.WST.01.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.
- 11-12.WST.01.B—Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level concerns values and possible biases.
- 11-12.WST.01.C—Use words phrases and clauses as well as varied syntax to link the major sections of the text create cohesion and clarify the relationships between claim(s) and reasons between reasons and evidence and between claim(s) and counterclaims.
- 11-12.WST.01.D—Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 11-12.WST.01.E—Provide a concluding statement or section that follows from or supports the argument presented.
- 11-12.WST.02.A—Introduce a topic and organize complex ideas concepts and information so that each new element builds on that which precedes it to create a unified whole include formatting (e.g. headings) graphics (e.g. figures tables) and multimedia when useful to aiding comprehension.
- 11-12.WST.02.B—Develop the topic thoroughly by selecting the most significant and relevant facts extended definitions concrete details quotations or other information and examples appropriate to the audience's knowledge of the topic.
- 11-12.WST.02.C—Use varied transitions and sentence structures to link the major sections of the text create cohesion and clarify the relationships among complex ideas and concepts.
- 11-12.WST.02.D—Use precise language domain-specific vocabulary and techniques such as metaphor simile and analogy to manage the complexity of the topic convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- 11-12.WST.02.E—Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g. articulating implications or the significance of the topic).
- 11-12.WST.04—Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience.
- 11-12.WST.05—Develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.
- 11-12.WST.06—Use technology including the Internet to produce publish and update individual or shared writing products in response to ongoing feedback including new arguments or information.
- 11-12.WST.07—Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem narrow or broaden the inquiry when appropriate synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.

	● 11-12.WST.08—Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively assess the strengths and limitations of each source in terms of the specific task purpose and audience integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source and following a standard format for citation. ● 11-12.WST.09—Draw evidence from informational texts to support analysis reflection and research. ● 11-12.WST.10—Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.

Materials/Resources	Ayers, Edward, Robert D. Schulzinger, Jesús de la Teja, & Deborah Gray White. Eds. *American Anthem.* New York: Holt, Rinehart, and Winston, 2009.
	   o Chapter 25 – The Cold War Begins
	   o Chapter 26 – Postwar America

Technology Standards	● 8.1.A Technology Operations and Concepts ● 8.1.B. Creativity and Innovation ● 8.1. C. Communication and Collaboration ● 8.1. D. Digital Citizenship ● 8.1. E. Research and Information Literacy ● 8.1. F. Critical Thinking, Problem Solving, and Decision Making ● 8.1. A. Nature of Technology: Creativity and Innovation ● 8.1. B. Design: Critical Thinking, Problem Solving and Decision Making ● 8.1. C Technological Citizenship, Ethics and Society ● 8.1. D. Research and Information Fluency ● 8.1. E. Communication and Collaboration ● 8.1. F. Resources for a Technological World ● 8.1. G. The Designed World
Interdisciplinary Standards	**Common Core State Standards (ELA)** ● CCRA.L.6—Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. ● CCRA.SL.1—Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively. **Common Core State Standards (Writing)** ● WHST.11-12.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. ● WHST.9-10.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
21st Century Skills	● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● ICT Literacy ● Life and Career Skills
21st Century Themes	● Civil Literacy ● Environmental Literacy

	● Financial, Economic, Business and Entrepreneurial Literacy ● Global Awareness ● Health Literacy
Notes	

Grade: 11th Grade Subject: Honors US History II	**Unit 6—Facing New Challenges (1953-1969)**
Big Idea/Rationale	● Unit 6—Facing New Challenges will address the shifting landscape of America in the second half of the 20th Century. Students will evaluate the impacts of the events of the Civil Rights Era, as well as the changing political landscapes of the New Frontier and Great Society and how they shaped the role of the government today.
Enduring Understandings	● Analyze Kennedy's New Frontier and Johnson's Great Society. ● Analyze the struggles endured and the milestones achieved by African Americans fighting discrimination.
Essential Questions	● How was offering help to other nations and threatening to use force if necessary carried out with President Kennedy's Cold War policy? ● How did John F. Kennedy bring energy, initiative, and important new ideas to the presidency? ● How did President Johnson use his political skills to push Kennedy's proposals through Congress and expand them with his own vision of the Great Society? ● How did African Americans make inroads into racial segregation? ● How did various Civil Rights leaders make a nationwide movement during the 1960s? ● How did African Americans gain achieve full voting rights in the South? ● Why did continued inequalities cause many to lose faith in the civil rights movement? ● In spite of its many accomplishments that continued to benefit society, why did the civil rights movement decline by the 1970s?
Content (Subject Matter)	● Presidential Debates of 1960 ● Bay of Pigs Invasion ● Berlin Crisis ● Cuban Missile Crisis ● New Frontier ● Warren Court ● JFK's assassination ● Great Society ● *Brown v. Board of Education* (1954) ● Little Rock integration ● Montgomery Bus Boycott ● Civil Rights Act (1964) ● 24th Amendment ● Voting Rights Act (1965) ● Black Power
Standards	**New Jersey Student Learning Standards for Social Studies** ● 6.1.12.A.12.a—Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War. ● 6.1.12.B.12.a—Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period. ● 6.1.12.C.12.a—Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.

- 6.1.12.C.12.c—Analyze how scientific advancements impacted the national and global economies and daily life.
- 6.1.12.C.12.d—Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- 6.1.12.D.12.a—Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
- 6.1.12.D.12.c—Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.
- 6.1.12.A.13.a—Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., *Hedgepeth and Williams v. Trenton Board of Education*), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
- 6.1.12.A.13.b—Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, *Brown v. Board of Education*, and *Roe v. Wade*) in promoting civil liberties and equal opportunities.
- 6.1.12.A.13.c—Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.
- 6.1.12.B.13.a—Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.
- 6.1.12.C.13.a—Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.
- 6.1.12.C.13.b—Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.
- 6.1.12.C.13.c—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.C.13.d—Relate American economic expansion after World War II to increased consumer demand.
- 6.1.12.D.13.a—Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
- 6.1.12.D.13.b—Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
- 6.1.12.D.13.d—Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
- 6.1.12.D.13.e—Explain why the Peace Corps was created and how its role has evolved over time.
- 6.1.12.D.13.f—Relate the changing role of women in the labor force to changes in family structure.
- 6.1.12.A.14.b—Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
- 6.1.12.A.14.c—Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.

- 6.1.12.A.14.d—Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- 6.1.12.A.14.f—Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
- 6.1.12.A.14.g—Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).
- 6.1.12.B.14.a—Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
- 6.1.12.C.14.b—Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
- 6.1.12.D.14.a—Determine the relationship between United States domestic and foreign policies.
- 6.1.12.D.14.b—Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.
- 6.1.12.D.14.d—Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
- 6.1.12.D.14.e—Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- 6.1.12.D.14.f—Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.1.12.B.15.a—Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
- 6.1.12.A.15.b—Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
- 6.1.12.A.15.c—Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
- 6.1.12.A.15.d—Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- 6.1.12.A.15.e—Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.
- 6.1.12.A.15.f—Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
- 6.1.12.B.15.a—Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
- 6.1.12.C.15.b – Assess economic priorities related to international and domestic needs, as reflected in the national budget.
- 6.1.12.D.15.a—Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.
- 6.1.12.D.15.b—Compare the perspectives of other nations and the United States regarding United States foreign policy.

- 6.1.12.A.16.a—Determine the impact of media and technology on world politics during this time period.
- 6.1.12.A.16.c—Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
- 6.1.12.D.16.a—Analyze the impact of American culture on other world cultures from multiple perspectives.
- 6.1.12.D.16.c—Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
- 6.3.12.A.1—Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2—Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.D.1—Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2—Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Common Core State Standards (History/Social Studies)
- 11-12.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources connecting insights gained from specific details to an understanding of the text as a whole.
- 11-12.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary that makes clear the relationships among the key details and ideas.
- 11-12.RH.03—Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence acknowledging where the text leaves matters uncertain.
- 11-12.RH.04—Determine the meaning of words and phrases as they are used in a text including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g. how Madison defines faction in Federalist No. 10).
- 11-12.RH.04—Analyze in detail how a complex primary source is structured including how key sentences paragraphs and larger portions of the text contribute to the whole.
- 11-12.RH.05—Analyze in detail how a complex primary source is structured including how key sentences paragraphs and larger portions of the text contribute to the whole.
- 11-12.RH.06—Evaluate authors' differing points of view on the same historical event or issue by assessing the author's claims reasoning and evidence.
- 11-12.RH.07—Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually quantitatively as well as in words) in order to address a question or solve a problem.
- 11-12.RH.08—Evaluate an author's premises claims and evidence by corroborating or challenging them with other information.
- 11-12.RH.09—Integrate information from diverse sources both primary and secondary into a coherent understanding of an idea or event noting discrepancies among sources.

	- 11-12.RH.10—By the end of grade 12 read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently. - 11-12.WST.01.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. - 11-12.WST.01.B—Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level concerns values and possible biases. - 11-12.WST.01.C—Use words phrases and clauses as well as varied syntax to link the major sections of the text create cohesion and clarify the relationships between claim(s) and reasons between reasons and evidence and between claim(s) and counterclaims. - 11-12.WST.01.D—Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. - 11-12.WST.01.E—Provide a concluding statement or section that follows from or supports the argument presented. - 11-12.WST.02.A—Introduce a topic and organize complex ideas concepts and information so that each new element builds on that which precedes it to create a unified whole include formatting (e.g. headings) graphics (e.g. figures tables) and multimedia when useful to aiding comprehension. - 11-12.WST.02.B—Develop the topic thoroughly by selecting the most significant and relevant facts extended definitions concrete details quotations or other information and examples appropriate to the audience's knowledge of the topic. - 11-12.WST.02.C—Use varied transitions and sentence structures to link the major sections of the text create cohesion and clarify the relationships among complex ideas and concepts. - 11-12.WST.02.D—Use precise language domain-specific vocabulary and techniques such as metaphor simile and analogy to manage the complexity of the topic convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. - 11-12.WST.02.E—Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g. articulating implications or the significance of the topic). - 11-12.WST.04—Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience. - 11-12.WST.05—Develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience. - 11-12.WST.06—Use technology including the Internet to produce publish and update individual or shared writing products in response to ongoing feedback including new arguments or information. - 11-12.WST.07—Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem narrow or broaden the inquiry when appropriate synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.

	● 11-12.WST.08—Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively assess the strengths and limitations of each source in terms of the specific task purpose and audience integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source and following a standard format for citation. ● 11-12.WST.09—Draw evidence from informational texts to support analysis reflection and research. ● 11-12.WST.10—Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.
Materials/Resources	Ayers, Edward, Robert D. Schulzinger, Jesús de la Teja, & Deborah Gray White. Eds. *American Anthem.* New York: Holt, Rinehart, and Winston, 2009. ○ Chapter 27 – The New Frontier and the Great Society ○ Chapter 28 – The Civil Rights Movement King, Jr., Dr. Martin Luther. *Why We Can't Wait*. Signet, 2000.
Technology Standards	● 8.1.A Technology Operations and Concepts ● 8.1.B. Creativity and Innovation ● 8.1. C. Communication and Collaboration ● 8.1. D. Digital Citizenship ● 8.1. E. Research and Information Literacy ● 8.1. F. Critical Thinking, Problem Solving, and Decision Making ● 8.1. A. Nature of Technology: Creativity and Innovation ● 8.1. B. Design: Critical Thinking, Problem Solving and Decision Making ● 8.1 C Technological Citizenship, Ethics and Society ● 8.1. D. Research and Information Fluency ● 8.1. E. Communication and Collaboration ● 8.1. F. Resources for a Technological World ● 8.1. G. The Designed World
Interdisciplinary Standards	**Common Core State Standards (ELA)** ● CCRA.L.6-Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. ● CCRA.SL.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively. **Common Core State Standards (Writing)** ● WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. ● WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
21st Century Skills	● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● ICT Literacy ● Life and Career Skills
21st Century Themes	● Civil Literacy

	- Environmental Literacy - Financial, Economic, Business and Entrepreneurial Literacy - Global Awareness - Health Literacy
Notes	

Grade: 11th Grade Subject: Honors US History II	Unit 7—National Crossroads (1965-1980)
Big Idea/Rationale	● Unit 7—National Crossroads will address the two of the most influential challenges of the second half of the 20th Century. Students will evaluate the repercussions of the Vietnam and Watergate eras that impact their own lives today.
Enduring Understandings	● Analyze the causes, as well as the impact of the Vietnam War. ● Analyze how the African American civil rights movement inspired women, Native Americans, and Latinos to fight against social, political, and economic inequality. ● Analyze the presidencies of Nixon, Ford & Carter and their respective successes and failures in office.
Essential Questions	● What led to American involvement in the developing conflict in Vietnam? ● Why did some Americans begin to question the decision to defend South Vietnam? ● How did the Vietnam War reveal deep divisions developing in America? ● What are the long-lasting effects of the Vietnam War? ● How did women, Latinos and Native Americans experience a struggle for civil rights in the 1960s? ● Why did the counterculture emerge in the 1960s and 1970s? ● What lasting impact on American life did the counterculture have? ● Beyond the turmoil of the Vietnam War, what notable success did the Nixon Administration enjoy? ● How did the Watergate Scandal bring down the Nixon Administration, and what effect did it have on the Ford Administration? How did Carter use his outsider identity to win the presidency in 1976 and how did that prove costly during his term in office?
Content (Subject Matter)	● Vietnam War ● Women's Rights Movement ● American Indian Movement ● Latino Rights Movement ● Counterculture ● Détente ● Watergate ● Energy Crisis ● Iran Hostage Crisis
Standards	**New Jersey Student Learning Standards for Social Studies** ● 6.1.12.A.12.a—Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War. ● 6.1.12.A.12.b—Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts. ● 6.1.12.A.12.c—Explain how the Arab-Israeli conflict influenced American foreign policy. ● 6.1.12.C.12.a—Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.

	6.1.12.C.12.b—Assess the impact of agricultural innovation on the world economy. 6.1.12.C.12.c—Analyze how scientific advancements impacted the national and global economies and daily life. 6.1.12.C.12.d—Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability. 6.1.12.D.12.a—Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East. 6.1.12.D.12.b—Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties. 6.1.12.D.12.c—Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations. 6.1.12.D.12.d—Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts. 6.1.12.D.12.e—Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War. 6.1.12.A.13.a—Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., *Hedgepeth and Williams v. Trenton Board of Education*), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination. 6.1.12.A.13.b—Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, *Brown v. Board of Education*, and *Roe v. Wade*) in promoting civil liberties and equal opportunities. 6.1.12.B.13.b—Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws. 6.1.12.C.13.a—Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights. 6.1.12.C.13.b—Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation. 6.1.12.C.13.c—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.D.13.a—Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans 6.1.12.D.13.b—Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies 6.1.12.D.13.c—Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities. 6.1.12.D.13.d—Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. 6.1.12.D.13.f—Relate the changing role of women in the labor force to changes in family structure.

	6.1.12.A.14.a—Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times. 6.1.12.A.14.b—Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies. 6.1.12.A.14.c—Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups. 6.1.12.A.14.d—Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms. 6.1.12.A.14.e—Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern. 6.1.12.A.14.f—Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy. 6.1.12.A.14.g—Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools). 6.1.12.A.14.h—Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security. 6.1.12.B.14.c—Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions. 6.1.12.C.14.b—Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy. 6.1.12.D.14.a—Determine the relationship between United States domestic and foreign policies. 6.1.12.D.14.d—Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society. 6.1.12.D.14.e—Evaluate the role of religion on cultural and social mores, public opinion, and political decisions. 6.1.12.D.14.f—Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. 6.1.12.A.15.b—Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems. 6.1.12.A.15.c—Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations. 6.1.12.A.15.d—Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy. 6.1.12.A.15.e—Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations. 6.1.12.B.15.a—Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises. 6.1.12.C.15.a—Relate the role of America's dependence on foreign oil to its economy and foreign policy.

| | ● 6.1.12.D.15.a—Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.
● 6.1.12.D.15.b—Compare the perspectives of other nations and the United States regarding United States foreign policy.
● 6.1.12.D.15.c—Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
● 6.1.12.D.15.d—Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
● 6.1.12.A.16.a—Determine the impact of media and technology on world politics during this time period.
● 6.1.12.A.16.c—Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
● 6.1.12.B.16.a—Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.
● 6.3.12.A.1—Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
● 6.3.12.B.1—Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
● 6.3.12.C.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.D.1—Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.
● 6.3.12.D.2—Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
Common Core State Standards (History/Social Studies)
● 11-12.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources connecting insights gained from specific details to an understanding of the text as a whole.
● 11-12.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary that makes clear the relationships among the key details and ideas.
● 11-12.RH.03—Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence acknowledging where the text leaves matters uncertain.
● 11-12.RH.04—Determine the meaning of words and phrases as they are used in a text including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g. how Madison defines faction in Federalist No. 10). |

- 11-12.RH.04—Analyze in detail how a complex primary source is structured including how key sentences paragraphs and larger portions of the text contribute to the whole.
- 11-12.RH.05—Analyze in detail how a complex primary source is structured including how key sentences paragraphs and larger portions of the text contribute to the whole.
- 11-12.RH.06—Evaluate authors' differing points of view on the same historical event or issue by assessing the author's claims reasoning and evidence.
- 11-12.RH.07—Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually quantitatively as well as in words) in order to address a question or solve a problem.
- 11-12.RH.08—Evaluate an author's premises claims and evidence by corroborating or challenging them with other information.
- 11-12.RH.09—Integrate information from diverse sources both primary and secondary into a coherent understanding of an idea or event noting discrepancies among sources.
- 11-12.RH.10—By the end of grade 12 read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
- 11-12.WST.01.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.
- 11-12.WST.01.B—Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level concerns values and possible biases.
- 11-12.WST.01.C—Use words phrases and clauses as well as varied syntax to link the major sections of the text create cohesion and clarify the relationships between claim(s) and reasons between reasons and evidence and between claim(s) and counterclaims.
- 11-12.WST.01.D—Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 11-12.WST.01.E—Provide a concluding statement or section that follows from or supports the argument presented.
- 11-12.WST.02.A—Introduce a topic and organize complex ideas concepts and information so that each new element builds on that which precedes it to create a unified whole include formatting (e.g. headings) graphics (e.g. figures tables) and multimedia when useful to aiding comprehension.
- 11-12.WST.02.B—Develop the topic thoroughly by selecting the most significant and relevant facts extended definitions concrete details quotations or other information and examples appropriate to the audience's knowledge of the topic.
- 11-12.WST.02.C—Use varied transitions and sentence structures to link the major sections of the text create cohesion and clarify the relationships among complex ideas and concepts.
- 11-12.WST.02.D—Use precise language domain-specific vocabulary and techniques such as metaphor simile and analogy to manage the complexity of the topic convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

	● 11-12.WST.02.E—Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g. articulating implications or the significance of the topic). ● 11-12.WST.04—Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience. ● 11-12.WST.05—Develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience. ● 11-12.WST.06—Use technology including the Internet to produce publish and update individual or shared writing products in response to ongoing feedback including new arguments or information. ● 11-12.WST.07—Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem narrow or broaden the inquiry when appropriate synthesize multiple sources on the subject demonstrating understanding of the subject under investigation. ● 11-12.WST.08—Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively assess the strengths and limitations of each source in terms of the specific task purpose and audience integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source and following a standard format for citation. ● 11-12.WST.09—Draw evidence from informational texts to support analysis reflection and research. ● 11-12.WST.10—Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.
Materials/Resources	Ayers, Edward, Robert D. Schulzinger, Jesús de la Teja, & Deborah Gray White. Eds. *American Anthem.* New York: Holt, Rinehart, and Winston, 2009. ○ Chapter 29 – The Vietnam War ○ Chapter 30 → A Time of Social Change ○ Chapter 31 – A Search for Order
Technology Standards	● 8.1.A Technology Operations and Concepts ● 8.1.B. Creativity and Innovation ● 8.1. C. Communication and Collaboration ● 8.1. D. Digital Citizenship ● 8.1. E. Research and Information Literacy ● 8.1. F. Critical Thinking, Problem Solving, and Decision Making ● 8.1. A. Nature of Technology: Creativity and Innovation ● 8.1. B. Design: Critical Thinking, Problem Solving and Decision Making ● 8.1. C Technological Citizenship, Ethics and Society ● 8.1. D. Research and Information Fluency ● 8.1. E. Communication and Collaboration ● 8.1. F. Resources for a Technological World ● 8.1. G. The Designed World
Interdisciplinary Standards	**Common Core State Standards (ELA)** ● CCRA.L.6-Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

	● CCRA.SL.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively. **Common Core State Standards (Writing)** ● WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. ● WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
21st Century Skills	● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● ICT Literacy ● Life and Career Skills
21st Century Themes	● Civil Literacy ● Environmental Literacy ● Financial, Economic, Business and Entrepreneurial Literacy ● Global Awareness ● Health Literacy
Notes	

Grade: 11th Grade Subject: Honors US History II	Unit 8—Looking Toward the Future (1980-present)
Big Idea/Rationale	● Unit 8—Looking Toward the Future examines the repercussions of the Watergate era and Ronald Reagan's victory in 1980 which appealed to a discontented electorate with the promise to return to a simpler time and conservative values. Reagan and his successor, George H. W. Bush, presided over the end of the Cold War, as well as huge changes in economic and social policy. As America entered the twenty-first century new challenges emerged both home and abroad. The adjustment to innovative technological enhancements while integrating into a global economic environment and conducting a war on terror have had a profound effect on Americans. Students will monitor these and other contemporary issue while always remembering and learning from the past as they look forward to a future of change and opportunity.
Enduring Understandings	● Assess the changes, events, and ideas that arose during the President Reagan and George H. W. Bush years. ● Evaluate the presidencies of Bill Clinton and George W. Bush as they faced challenges at home and abroad. ● Analyze the Obama presidency and the unique electoral outcome that led to the election of Donald Trump.
Essential Questions	● What types of changes were ushered in with the election of Ronald Reagan in 1980? ● In what ways did President Reagan take a hard line against communism around the world? ● How did President George H. W. Bush affect the conservative shift to the federal government when he became president in 1989? ● What kinds of technological, economic, and social changes occurred in the 1980s and early 1990s? ● What kinds of challenges and scandals faced the Clinton administration? ● Why was the election of 2000 so controversial? ● How did George W. Bush strongly promote his agenda? ● How did the terrorist attacks on September 11, 2001 change America's view of the world? ● How has new legislation pertaining to the war on terror and new social welfare programs impacted elections and individuals? ● What are the new opportunities and challenges of the new century facing America?
Content (Subject Matter)	● Reagan Administration ● End of the Cold War ● Desert Storm ● Clinton Administration ● September 11, 2001 ● War on Terror ● Obama Administration ● Arab Spring ● Roberts Court
Standards	**New Jersey Student Learning Standards for Social Studies**

	6.1.12.A.14.d—Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms. 6.1.12.A.14.e—Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern. 6.1.12.A.14.f—Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy. 6.1.12.A.14.h—Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security. 6.1.12.B.14.a—Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues. 6.1.12.C.14.a—Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies. 6.1.12.C.14.c—Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society. 6.1.12.C.14.d—Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey. 6.1.12.D.14.b—Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence. 6.1.12.D.14.c—Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships. 6.1.12.A.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.A.15.b—Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems. 6.1.12.A.15.d—Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy. 6.1.12.A.15.e—Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations. 6.1.12.A.15.f—Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations. 6.1.12.B.15.a—Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises. 6.1.12.C.15.a—Relate the role of America's dependence on foreign oil to its economy and foreign policy. 6.1.12.D.15.b—Compare the perspectives of other nations and the United States regarding United States foreign policy. 6.1.12.D.15.d—Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism. 6.1.12.A.16.a—Determine the impact of media and technology on world politics during this time period.

	● 6.1.12.A.16.b—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.B.16.a—Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources ● 6.1.12.C.16.a—Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations. ● 6.1.12.C.16.b—Predict the impact of technology on the global workforce and on entrepreneurship. ● 6.1.12.C.16.c—Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce. ● 6.1.12.D.16.a—Analyze the impact of American culture on other world cultures from multiple perspectives. ● 6.1.12.D.16.b—Explain how and why technology is transforming access to education and educational practices worldwide. **Common Core State Standards (History/Social Studies)** ● 11-12.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources connecting insights gained from specific details to an understanding of the text as a whole. ● 11-12.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary that makes clear the relationships among the key details and ideas. ● 11-12.RH.03—Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence acknowledging where the text leaves matters uncertain. ● 11-12.RH.04—Determine the meaning of words and phrases as they are used in a text including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g. how Madison defines faction in Federalist No. 10). ● 11-12.RH.04—Analyze in detail how a complex primary source is structured including how key sentences paragraphs and larger portions of the text contribute to the whole. ● 11-12.RH.05—Analyze in detail how a complex primary source is structured including how key sentences paragraphs and larger portions of the text contribute to the whole. ● 11-12.RH.06—Evaluate authors' differing points of view on the same historical event or issue by assessing the author's claims reasoning and evidence. ● 11-12.RH.07—Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually quantitatively as well as in words) in order to address a question or solve a problem. ● 11-12.RH.08—Evaluate an author's premises claims and evidence by corroborating or challenging them with other information. ● 11-12.RH.09—Integrate information from diverse sources both primary and secondary into a coherent understanding of an idea or event noting discrepancies among sources. ● 11-12.RH.10—By the end of grade 12 read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

- 11-12.WST.01.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.
- 11-12.WST.01.B—Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level concerns values and possible biases.
- 11-12.WST.01.C—Use words phrases and clauses as well as varied syntax to link the major sections of the text create cohesion and clarify the relationships between claim(s) and reasons between reasons and evidence and between claim(s) and counterclaims.
- 11-12.WST.01.D—Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 11-12.WST.01.E—Provide a concluding statement or section that follows from or supports the argument presented.
- 11-12.WST.02.A—Introduce a topic and organize complex ideas concepts and information so that each new element builds on that which precedes it to create a unified whole include formatting (e.g. headings) graphics (e.g. figures tables) and multimedia when useful to aiding comprehension.
- 11-12.WST.02.B—Develop the topic thoroughly by selecting the most significant and relevant facts extended definitions concrete details quotations or other information and examples appropriate to the audience's knowledge of the topic.
- 11-12.WST.02.C—Use varied transitions and sentence structures to link the major sections of the text create cohesion and clarify the relationships among complex ideas and concepts.
- 11-12.WST.02.D—Use precise language domain-specific vocabulary and techniques such as metaphor simile and analogy to manage the complexity of the topic convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- 11-12.WST.02.E—Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g. articulating implications or the significance of the topic).
- 11-12.WST.04—Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience.
- 11-12.WST.05—Develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.
- 11-12.WST.06—Use technology including the Internet to produce publish and update individual or shared writing products in response to ongoing feedback including new arguments or information.
- 11-12.WST.07—Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem narrow or broaden the inquiry when appropriate synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.
- 11-12.WST.08—Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively assess the strengths and limitations of each source in terms of the specific task purpose and audience integrate information into the text selectively to maintain the flow of ideas

	avoiding plagiarism and overreliance on any one source and following a standard format for citation. ● 11-12.WST.09—Draw evidence from informational texts to support analysis reflection and research. ● 11-12.WST.10—Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.

Materials/Resources	Ayers, Edward, Robert D. Schulzinger, Jesús de la Teja, & Deborah Gray White. Eds. *American Anthem.* New York: Holt, Rinehart, and Winston, 2009.
	   o Chapter 32 – A Conservative Era
	   o Chapter 33 – A Into the 21st Century
	Supplemental Readings for Contemporary Events

Technology Standards	● 8.1.A Technology Operations and Concepts ● 8.1.B. Creativity and Innovation ● 8.1. C. Communication and Collaboration ● 8.1. D. Digital Citizenship ● 8.1. E. Research and Information Literacy ● 8.1. F. Critical Thinking, Problem Solving, and Decision Making ● 8.1. A. Nature of Technology: Creativity and Innovation ● 8.1. B. Design: Critical Thinking, Problem Solving and Decision Making ● 8.1. C Technological Citizenship, Ethics and Society ● 8.1. D. Research and Information Fluency ● 8.1. E. Communication and Collaboration ● 8.1. F. Resources for a Technological World ● 8.1. G. The Designed World
Interdisciplinary Standards	**Common Core State Standards (ELA)** ● CCRA.L.6-Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. ● CCRA.SL.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively. **Common Core State Standards (Writing)** ● WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. ● WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
21st Century Skills	● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● ICT Literacy ● Life and Career Skills
21st Century Themes	● Civil Literacy ● Environmental Literacy ● Financial, Economic, Business and Entrepreneurial Literacy ● Global Awareness ● Health Literacy

Notes	

Grade: 11th Grade Subject: Honors US History II	**Unit of Study: Thirteen Days**
Big Idea/Rationale	● <u>Thirteen Days</u> will require that students read and comprehend a first-hand account of the decision making process that led to the diplomacy with the Soviet Union and Cuba that successfully navigated the possible nuclear conflict of the Cuban Missile Crisis. A comparison to contemporary events, both in the news and through Hollywood interpretations will be made.
Enduring Understandings	● Dissect the many decisions made during the Cuban Missile Crisis. ● Investigate the options presented during the Cuban Missile Crisis. ● Analyze the perspectives of the major players of the Cuban Missile Crisis. ● Predict possible outcomes of paths not taken and apply to contemporary events.
Essential Questions	▪ How are national security and foreign policy decisions made in the federal government? ▪ How can the Cuban Missile Crisis be an example to be used in contemporary foreign policy and national security decisions?

Content (Subject Matter)	● Cuban Missile Crisis
	● *Thirteen Days* by chapter
	     o Foreword
	     o "Tuesday morning, October 16, 1962…"
	     o "The President…knew he would have to act."
	     o "A majority opinion…for a blockade…"
	     o "It was now up to one single man."
	     o "The important meeting of the OAS…"
	     o "I met with Dobrynin…"
	     o "The danger was anything but over."
	     o "There were almost daily communications with Khrushchev."
	     o "Expect very heavy casualties in an invasion."
	     o "This would mean war."
	     o "Those hours in the Cabinet Room…"
	     o "The President ordered the Ex Comm…"
	     o "Some of the things we learned…"
	     o "The importance of placing ourselves in the other country's shoes."
	     o Afterword

Standards	**New Jersey Student Learning Standards for Social Studies** ● 6.1.12.A.11.D—Analyze the decision to use the atomic bomb and the consequences of doing so. ● 6.1.12.A.12.A—Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War. ● 6.1.12.A.12.B—Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts. ● 6.1.12.A.14.A—Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

- 6.1.12.A.15.B—Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
- 6.1.12.A.15.C—Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
- 6.1.12.A.15.D—Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- 6.1.12.A.15.E—Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.
- 6.1.12.A.16.A—Determine the impact of media and technology on world politics during this time period.
- 6.1.12.C.11.B—Relate new wartime inventions to scientific and technological advancements in the civilian world.
- 6.1.12.C.12.A—Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
- 6.1.12.C.12.C—Analyze how scientific advancements impacted the national and global economies and daily life.
- 6.1.12.C.16.A—Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- 6.1.12.D.11.A—Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
- 6.1.12.D.11.E—Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
- 6.1.12.D.12.A—Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
- 6.1.12.D.12.B—Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- 6.1.12.D.12.C—Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.
- 6.1.12.D.14.A—Determine the relationship between United States domestic and foreign policies.
- 6.1.12.D.15.A—Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.
- 6.1.12.D.15.B—Compare the perspectives of other nations and the United States regarding United States foreign policy.

Common Core State Standards (History/Social Studies)
- 11-12.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources connecting insights gained from specific details to an understanding of the text as a whole.
- 11-12.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary that makes clear the relationships among the key details and ideas.
- 11-12.RH.03—Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence acknowledging where the text leaves matters uncertain.
- 11-12.RH.04—Determine the meaning of words and phrases as they are used in a text including analyzing how an author uses and refines the meaning of a key

term over the course of a text (e.g. how Madison defines faction in Federalist No. 10).

- 11-12.RH.04—Analyze in detail how a complex primary source is structured including how key sentences paragraphs and larger portions of the text contribute to the whole.
- 11-12.RH.05—Analyze in detail how a complex primary source is structured including how key sentences paragraphs and larger portions of the text contribute to the whole.
- 11-12.RH.06—Evaluate authors' differing points of view on the same historical event or issue by assessing the author's claims reasoning and evidence.
- 11-12.RH.07—Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually quantitatively as well as in words) in order to address a question or solve a problem.
- 11-12.RH.08—Evaluate an author's premises claims and evidence by corroborating or challenging them with other information.
- 11-12.RH.09—Integrate information from diverse sources both primary and secondary into a coherent understanding of an idea or event noting discrepancies among sources.
- 11-12.RH.10—By the end of grade 12 read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
- 11-12.WST.01.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.
- 11-12.WST.01.B—Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level concerns values and possible biases.
- 11-12.WST.01.C—Use words phrases and clauses as well as varied syntax to link the major sections of the text create cohesion and clarify the relationships between claim(s) and reasons between reasons and evidence and between claim(s) and counterclaims.
- 11-12.WST.01.D—Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 11-12.WST.01.E—Provide a concluding statement or section that follows from or supports the argument presented.
- 11-12.WST.02.A—Introduce a topic and organize complex ideas concepts and information so that each new element builds on that which precedes it to create a unified whole include formatting (e.g. headings) graphics (e.g. figures tables) and multimedia when useful to aiding comprehension.
- 11-12.WST.02.B—Develop the topic thoroughly by selecting the most significant and relevant facts extended definitions concrete details quotations or other information and examples appropriate to the audience's knowledge of the topic.
- 11-12.WST.02.C—Use varied transitions and sentence structures to link the major sections of the text create cohesion and clarify the relationships among complex ideas and concepts.
- 11-12.WST.02.D—Use precise language domain-specific vocabulary and techniques such as metaphor simile and analogy to manage the complexity of

	the topic convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. ● 11-12.WST.02.E—Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g. articulating implications or the significance of the topic). ● 11-12.WST.04—Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience. ● 11-12.WST.05—Develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience. ● 11-12.WST.06—Use technology including the Internet to produce publish and update individual or shared writing products in response to ongoing feedback including new arguments or information. ● 11-12.WST.07—Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem narrow or broaden the inquiry when appropriate synthesize multiple sources on the subject demonstrating understanding of the subject under investigation. ● 11-12.WST.08—Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively assess the strengths and limitations of each source in terms of the specific task purpose and audience integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source and following a standard format for citation. ● 11-12.WST.09—Draw evidence from informational texts to support analysis reflection and research. ● 11-12.WST.10—Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.
Materials/Resources	Kennedy, Robert F. *Thirteen Days.* New York, NY: W. W. Norton & Company, Inc., 1999.
Technology Standards	● 8.1.A Technology Operations and Concepts ● 8.1.B. Creativity and Innovation ● 8.1. C. Communication and Collaboration ● 8.1. D. Digital Citizenship ● 8.1. E. Research and Information Literacy ● 8.1. F. Critical Thinking, Problem Solving, and Decision Making ● 8.1. A. Nature of Technology: Creativity and Innovation ● 8.1. B. Design: Critical Thinking, Problem Solving and Decision Making ● 8.1. C Technological Citizenship, Ethics and Society ● 8.1. D. Research and Information Fluency ● 8.1. E. Communication and Collaboration ● 8.1. F. Resources for a Technological World ● 8.1. G. The Designed World
Interdisciplinary Standards	**Common Core State Standards (ELA)** ● CCRA.L.6—Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

	● CCRA.SL.1—Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively. **Common Core State Standards (Writing)** ● WHST.11-12.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. ● WHST.9-10.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
21st Century Skills	● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● ICT Literacy ● Life and Career Skills
21st Century Themes	● Civil Literacy ● Environmental Literacy ● Financial, Economic, Business and Entrepreneurial Literacy ● Global Awareness ● Health Literacy
Notes	

Grade: 11th Grade Subject: Honors US History II	**Unit of Study: Profiles in Courage** **(Summer Assignment)**
Big Idea/Rationale	● Profiles in Courage will require that students read and understand the published profiles in political courage that have been used to exemplify the character that is rare among politicians. Students will then apply these concepts to a research paper that examines a profile in political courage since 1956.
Enduring Understandings	● Examine John F. Kennedy's definition of political courage. ● Investigate Kennedy's examples of political courage. ● Explain understanding of political courage as it has been displayed since 1956.
Essential Questions	▪ What is courage in the political arena? ▪ How was political courage been displayed throughout American history? ▪ How has political courage been rewarded throughout American history?
Content (Subject Matter)	o Definition of Political Courage o John Quincy Adams o Daniel Webster o Thomas Hart Benton o Sam Houston o Edmund G. Ross o Lucius Quintus Cincinnatus Lamar o George Norris o Robert A. Taft
Standards	**New Jersey Student Learning Standards for Social Studies** ● 6.1.12.A.2.f—Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties. ● 6.1.12.A.3.b—Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest. ● 6.1.12.A.3.c—Assess the role of geopolitics in the development of American foreign relations during this period. ● 6.1.12.A.3.g—Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices. ● 6.1.12.A.4.a—Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War. ● 6.1.12.A.4.c—Evaluate how political and military leadership affected the outcome of the Civil War. ● 6.1.12.A.6.a—Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice. ● 6.1.12.A.8.b—Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism. ● 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.A.10.a—Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal.
- 6.1.12.A.10.b—Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.
- 6.1.12.A.10.c—Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
- 6.1.12.A.14.d—Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- 6.1.12.A.14.f—Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
- 6.1.12.A.15.b—Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
- 6.1.12.B.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.B.9.a—Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- 6.1.12.B.10.A—Assess the effectiveness of New Deal programs designed to protect the environment.
- 6.1.12.C.9.A—Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
- 6.1.12.C.9.B—Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
- 6.1.12.C.9.C—Explain the interdependence of various parts of a market economy.
- 6.1.12.C.9.D—Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.
- 6.1.12.C.10.A - Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
- 6.1.12.C.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.D.3.C—Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
- 6.1.12.D.4.C—Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
- 6.1.12.D.4.D—Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- 6.1.12.D.9.A—Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- 6.1.12.D.9.B—Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.

- 6.1.12.D.10.B—Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
- 6.1.12.D.10.C—Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.
- 6.1.12.D.14.E—Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

Common Core State Standards (History/Social Studies)
- 11-12.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources connecting insights gained from specific details to an understanding of the text as a whole.
- 11-12.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary that makes clear the relationships among the key details and ideas.
- 11-12.RH.03—Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence acknowledging where the text leaves matters uncertain.
- 11-12.RH.04—Determine the meaning of words and phrases as they are used in a text including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g. how Madison defines faction in Federalist No. 10).
- 11-12.RH.04—Analyze in detail how a complex primary source is structured including how key sentences paragraphs and larger portions of the text contribute to the whole.
- 11-12.RH.05—Analyze in detail how a complex primary source is structured including how key sentences paragraphs and larger portions of the text contribute to the whole.
- 11-12.RH.06—Evaluate authors' differing points of view on the same historical event or issue by assessing the author's claims reasoning and evidence.
- 11-12.RH.07—Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually quantitatively as well as in words) in order to address a question or solve a problem.
- 11-12.RH.08—Evaluate an author's premises claims and evidence by corroborating or challenging them with other information.
- 11-12.RH.09—Integrate information from diverse sources both primary and secondary into a coherent understanding of an idea or event noting discrepancies among sources.
- 11-12.RH.10—By the end of grade 12 read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
- 11-12.WST.01.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.
- 11-12.WST.01.B—Develop claim(s) and counterclaims fairly and thoroughly supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level concerns values and possible biases.
- 11-12.WST.01.C—Use words phrases and clauses as well as varied syntax to link the major sections of the text create cohesion and clarify the relationships

	between claim(s) and reasons between reasons and evidence and between claim(s) and counterclaims. ● 11-12.WST.01.D—Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ● 11-12.WST.01.E—Provide a concluding statement or section that follows from or supports the argument presented. ● 11-12.WST.02.A—Introduce a topic and organize complex ideas concepts and information so that each new element builds on that which precedes it to create a unified whole include formatting (e.g. headings) graphics (e.g. figures tables) and multimedia when useful to aiding comprehension. ● 11-12.WST.02.B—Develop the topic thoroughly by selecting the most significant and relevant facts extended definitions concrete details quotations or other information and examples appropriate to the audience's knowledge of the topic. ● 11-12.WST.02.C—Use varied transitions and sentence structures to link the major sections of the text create cohesion and clarify the relationships among complex ideas and concepts. ● 11-12.WST.02.D—Use precise language domain-specific vocabulary and techniques such as metaphor simile and analogy to manage the complexity of the topic convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. ● 11-12.WST.02.E—Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g. articulating implications or the significance of the topic). ● 11-12.WST.04—Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience. ● 11-12.WST.05—Develop and strengthen writing as needed by planning revising editing rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience. ● 11-12.WST.06—Use technology including the Internet to produce publish and update individual or shared writing products in response to ongoing feedback including new arguments or information. ● 11-12.WST.07—Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem narrow or broaden the inquiry when appropriate synthesize multiple sources on the subject demonstrating understanding of the subject under investigation. ● 11-12.WST.08—Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively assess the strengths and limitations of each source in terms of the specific task purpose and audience integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and overreliance on any one source and following a standard format for citation. ● 11-12.WST.09—Draw evidence from informational texts to support analysis reflection and research. ● 11-12.WST.10—Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes and audiences.
Materials/Resources	Kennedy, John F. *Profiles in Courage.* New York, NY: Harper Perennial Modern Classics, 2006. https://www.jfklibrary.org/Education/Profile-in-Courage-Essay-Contest/Contest-Topic-and-Information.aspx

Technology Standards	8.1.A Technology Operations and Concepts 8.1.B. Creativity and Innovation 8.1. C. Communication and Collaboration 8.1. D. Digital Citizenship 8.1. E. Research and Information Literacy 8.1. F. Critical Thinking, Problem Solving, and Decision Making 8.1. A. Nature of Technology: Creativity and Innovation 8.1. B. Design: Critical Thinking, Problem Solving and Decision Making 8.1 C Technological Citizenship, Ethics and Society 8.1. D. Research and Information Fluency 8.1. E. Communication and Collaboration 8.1. F. Resources for a Technological World 8.1. G. The Designed World
Interdisciplinary Standards	**Common Core State Standards (ELA)** - CCRA.L.6—Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. - CCRA.SL.1—Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively. **Common Core State Standards (Writing)** - WHST.11-12.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. - WHST.9-10.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
21st Century Skills	- Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - ICT Literacy - Life and Career Skills
21st Century Themes	- Civil Literacy - Environmental Literacy - Financial, Economic, Business and Entrepreneurial Literacy - Global Awareness - Health Literacy
Notes	