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| **Content Area** | **Social Studies** |
| **Standard** | **6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| **Era** | **The Great Depression and World War II (1929-1945)** |
| **Grade Level** | By the end of grade 12 |
| **Content Statement** | |  |  |  | | --- | --- | --- | | **Strand** | **Indicator #** | **Indicator** | |
| **9. The Great Depression and World War II: The Great Depression**  The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society. | |  |  |  | | --- | --- | --- | | **A. Civics, Government, and Human Rights** | 6.1.12.A.9.a | Analyze how the actions and policies of the United States government contributed to the Great Depression. | | **B. Geography, 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. | | **C. Economics, Innovation, and Technology** | 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 price 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 with other periods of economic instability. | | **D. History, Culture, and Perspectives** | 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. | |

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| **10. The Great Depression and World War II: New Deal**  Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy. | |  |  |  | | --- | --- | --- | | **A. Civics, Government, and Human Rights** | 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. | | **B. Geography, People, and the Environment** | 6.1.12.B.10.a | Assess the effectiveness of New Deal programs designed to protect the environment. | | **C. Economics, Innovation, and Technology** | 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. | | **D. History, Culture, and Perspectives** | 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., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt), 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. | |

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| **Era** | **The Great Depression and World War II (1929-1945)** |
| **Grade Level** | By the end of grade 12 |
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| **11. The Great Depression and World War II: World War II**  The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan.  Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women. | |  |  |  | | --- | --- | --- | | **A. Civics, Government, and Human Rights** | 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. | | **B. Geography, People, and the Environment** | 6.1.12.B.11.a | Explain the role that geography played in the development of military strategies and weaponry in World War II. | | **C. Economics, Innovation, and Technology** | 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. | | **D. History, Culture, and Perspectives** | 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. | |

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| **Era** | **Postwar United States (1945 to early 1970s)** |
| **Grade Level** | By the end of grade 12 |
| **Content Statement** | |  |  |  | | --- | --- | --- | | **Strand** | **Indicator #** | **Indicator** | |
| **12. Postwar United States: Cold War**  Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years. | |  |  |  | | --- | --- | --- | | **A. Civics, Government, and Human Rights** | 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. | | **B. Geography, People, and the Environment** | 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. | | **C. Economics, Innovation, and Technology** | 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. | | **D. History, Culture, and Perspectives** | 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 counties 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. | |

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| **Era** | **Postwar United States (1945 to early 1970s)** |
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| **Content Statement** | |  |  |  | | --- | --- | --- | | **Strand** | **Indicator #** | **Indicator** | |
| **13. Postwar United States: Civil Rights and Social Change**  The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against. | |  |  |  | | --- | --- | --- | | **A. Civics, Government, and Human Rights** | 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. | | **B. Geography, People, and the Environment** | 6.1.12.B.13.a | Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities. | | 6.1.12.B.13.b | Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws. | | **C. Economics, Innovation, and Technology** | 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. | | **D. History, Culture, and Perspectives** | 6.1.12.D.13.a | Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans. | | 6.1.12.D.13.b | Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies. | | 6.1.12.D.13.c | Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities. | | 6.1.12.D.13.d | Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. | | 6.1.12.D.13.e | Explain why the Peace Corps was created and how its role has evolved over time. | | 6.1.12.D.13.f | Relate the changing role of women in the labor force to changes in family structure. | |

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| **Era** | **Contemporary United States (1970-Today)** |
| **Grade Level** | By the end of grade 12 |
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| **14. Contemporary United States: Domestic Policies**  Differing views on government’s role in social and economic issues led to greater partisanship in government decision making.  The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups.  Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives. | |  |  |  | | --- | --- | --- | | **A. Civics, Government, and Human Rights** | 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. | | **B. Geography, People, and the Environment** | 6.1.12.B.14.a | Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues. | | 6.1.12.B.14.b | Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States. | | 6.1.12.B.14.c | Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions. | | 6.1.12.B.14.d | Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives. | | **C. Economics, Innovation, and Technology** | 6.1.12.C.14.a | Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies. | | 6.1.12.C.14.b | Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy. | | 6.1.12.C.14.c | Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society. | | 6.1.12.C.14.d | Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey. | | **D. History, Culture, and Perspectives** | 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.c | Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships. | | 6.1.12.D.14.d | Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society. | | 6.1.12.D.14.e | Evaluate the role of religion on cultural and social mores, public opinion, and political decisions. | | 6.1.12.D.14.f | Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. | |

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| **15. Contemporary United States: International Policies**  The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies. | |  |  |  | | --- | --- | --- | | **A. Civics, Government, and Human Rights** | 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.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. | | **B. Geography, People, and the Environment** | 6.1.12.B.15.a | Evaluate the effectiveness of the United States government’s efforts to provide humanitarian assistance during international natural disasters and times of crises. | | **C. Economics, Innovation, and Technology** | 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.C.15.b | Assess economic priorities related to international and domestic needs, as reflected in the national budget. | | **D. History, Culture, and Perspectives** | 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. | |

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| **16. Contemporary United States: Interconnected Global Society**  Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions. | |  |  |  | | --- | --- | --- | | **A. Civics, Government, and Human Rights** | 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.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.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. | | **B. Geography, People, and the Environment** | 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. | | **C. Economics, Innovation, and Technology** | 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. | | **D. History, Culture, and Perspectives** | 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. | | 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. | |

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

* + How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
  + How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

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

* + How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

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

* + How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
  + How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

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

* + How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
  + How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

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**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

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