

Secaucus  
Board of  
Education

# Historical Foundations of American Media

Course Code: 2540

*Social Studies Department*



*Born on August 2017*

*Aligned to the NJSLs for Social Studies (2014), Visual/Performing Arts (2014), English/Language Arts (2016),  
and 21st Century Life and Careers (2014)*

*Adopted by the Secaucus Board of Education on August 24, 2017*

### **District Equity Statement**

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

### **Course Description**

Historical Foundations of American Media is a course that aims to demonstrate how mass media has played a significant role in shaping American culture as it often mirrors and projects the particular "spirit" of an era. As an inter-disciplinary course, Historical Foundations of American Media covers standards ranging from Visual & Performing Arts, English Language Arts, 21st Century Learners and Social Studies as students examine movies, music, television programs, literature and pop icons from various time periods in order to juxtapose the media's portrayal of that era with the historical events of the time and to investigate how these media depictions have affected the era itself. By reinforcing content knowledge of United States history and providing lessons in historical cultural awareness, students will be able to use the information learned to exchange ideas within and beyond the learning community as well as instilling the skills needed to be an effective and responsible citizen in a democratic society.

**Course Modifications (ELLs, Special Education, Gifted and Talented)**

The course instructor will determine, with the assistance of guidance counselors, teacher assistant/aides, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

<b>Unit:</b>	The 1950's
<b>Timing:</b>	6-8 weeks
<b>Standards:</b>	<p><b>NJSLS - Social Studies</b></p> <p>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.</p> <p>6.1.12.D.12.b - Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.</p> <p>6.1.12.D.12.c - Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.</p> <p>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, <i>Brown v. Board of Education</i>, and <i>Roe v. Wade</i>) in promoting civil liberties and equal opportunities.</p> <p>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.</p> <p><b>NJSLS - Visual and Performing Arts</b></p> <p>1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p><b>NJSLS - ELA Companion Standards</b></p> <p>RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p>

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

WHST.11-12.1. Write arguments focused on *discipline-specific content*.

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.

Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.8. 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.

WHST.11-12.10. 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.

	<p><b>21st CENTURY LIFE AND CAREERS</b>            9.2.12.C.4 - Analyze how economic conditions and societal changes influence employment trends and future education.</p>	
<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigation, and Student Experiences:</b>
<ul style="list-style-type: none"> <li>● What factors led to the United States becoming a global superpower following the conclusion of WWII?</li> <li>● What was "The Cold War" and how did it begin?</li> <li>● How did the popularity of television change American culture and society?</li> <li>● In what ways did the threat of Communism and nuclear attack affect the psyche of American society?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify the United States changing role as an economic and military power during the 1950's</li> <li>● Recognize key political/cultural icons of the era</li> <li>● Identify the roots of Cold War suspicions and fears (ie. McCarthyism, Sputnik, duck-and-cover, etc.)</li> <li>● Identify key cultural figures of the through their music, films, art and writings</li> <li>● Analyze how the media of the era contributed to the zeitgeist of American society during the 1950's</li> </ul>	<ul style="list-style-type: none"> <li>● End of WWII, Beginning of the Atomic Age (Lecture)</li> <li>● How does a Nuclear warhead work and what are its effects? (Lecture)</li> <li>● Nuke Map (Interactive map)</li> <li>● Cold War               <ul style="list-style-type: none"> <li>○ Korean War</li> <li>○ Sputnik</li> <li>○ Berlin Wall(virtual tour)</li> <li>○ McCarthyism (testimony clips)</li> </ul> </li> <li>● American Prosperity               <ul style="list-style-type: none"> <li>○ Baby-boom</li> <li>○ Economic prosperity</li> <li>○ Urban Sprawl</li> <li>○ Luxury Appliances</li> </ul> </li> <li>● Television Essay - Analyze the following TV shows and juxtapose how they portray people living during the 1950's.               <ul style="list-style-type: none"> <li>○ Amos and Andy</li> <li>○ Father Knows Best</li> <li>○ The Honeymooners</li> <li>○ I Love Lucy</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>● Musical Analysis - Examine how television hosts like Ed Sullivan and Dick Clark helped promote the first "pop" stars like Elvis Presley, Chubby Checkers</li> <li>● How did the underground beat-culture of NYC's artist neighborhood, Greenwich Village, undercut the wholesomeness of mainstream media and sow the seeds of the counterculture?</li> </ul>
<b>Assessments:</b>	<b>Materials:</b>	<b>Resources:</b>
<ul style="list-style-type: none"> <li>● Homework</li> <li>● Classwork</li> <li>● Class Participation</li> <li>● Quizzes</li> <li>● Unit Test</li> <li>● Class Discussion</li> <li>● Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● The Americans (Holt-McDougal)</li> <li>● Teacher-generated PowerPoints</li> <li>● Chromebooks</li> <li>● Interactive Board</li> <li>● Teacher-generated readings/worksheets</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="https://nuclearsecrecy.com/nukemap/">https://nuclearsecrecy.com/nukemap/</a></li> <li>● Hiroshima (BBC)</li> <li>● <a href="https://www.retrowaste.com/1950s/">https://www.retrowaste.com/1950s/</a></li> <li>● <a href="http://time.com/3915803/korean-war-1950-history/">http://time.com/3915803/korean-war-1950-history/</a></li> <li>● <a href="https://www.youtube.com/watch?v=maLIXQLxvvA">https://www.youtube.com/watch?v=maLIXQLxvvA</a> (Joe McCarthy)</li> <li>● <a href="https://www.britannica.com/art/Beat-movement">https://www.britannica.com/art/Beat-movement</a></li> <li>● <a href="https://www.youtube.com/watch?v=IKqXu-5jw60">https://www.youtube.com/watch?v=IKqXu-5jw60</a> (Duck and Cover)</li> </ul>

<b>Unit:</b>	The 1960's
<b>Timing:</b>	6-8 weeks
<b>Standards:</b>	<p><b>NJSLS - Social Studies</b></p> <p>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.</p> <p>6.1.12.A.12.c Explain how the Arab-Israeli conflict influenced American foreign policy.</p> <p>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.</p> <p>6.1.12.D.12.c - Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.</p> <p>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.</p> <p>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, <i>Brown v. Board of Education</i>, and <i>Roe v. Wade</i>) in promoting civil liberties and equal opportunities.</p> <p>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.</p> <p>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.</p> <p><b>NJSLS - Visual and Performing Arts</b></p> <p>1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p>

**NJSLS - ELA Companion Standards**

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.

WHST.11-12.1. Write arguments focused on *discipline-specific content*.  
 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.  
 Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.  
 Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  
 Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.  
 Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.8. 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

	<p>maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>WHST.11-12.10.</u> 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.</p> <p><b>21st CENTURY LIFE AND CAREERS</b></p> <p>9.2.12.C.4 - Analyze how economic conditions and societal changes influence employment trends and future education.</p>	
<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigation, and Student Experiences:</b>
<ul style="list-style-type: none"> <li>● What factors led to the 1960's being a turbulent decade of various social change and political activism?</li> <li>● What is the "counterculture" and how did its emergence create a generation rift during the 1960's?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Recognize key political/cultural icons of the era</li> <li>● Analyze how the media of the era contributed to the zeitgeist of American society during the 1960's</li> <li>● Analyze the motives behind various protests/political movements that became popular during the decade (civil rights, LGBTQ, anti-war, etc.)</li> <li>● Identify the factors that contributed to the intensification of the Cold War and America's eventual entry into the conflict in Vietnam</li> </ul>	<ul style="list-style-type: none"> <li>● The First TV President- How the first televised Presidential debates helped JFK defeat Richard Nixon.(film clip)</li> <li>● Cold War             <ul style="list-style-type: none"> <li>○ Fidel Castro</li> <li>○ Bay of Pigs</li> <li>○ Cuban Missile Crisis</li> <li>○ Space Race</li> </ul> </li> <li>● The Assassination of JFK, RFK, MLK and Malcolm X (news clips)</li> <li>● Juxtapose the methods and goals of Martin Luther King and Malcolm X in regards to the civil rights movement.</li> <li>● Examine the transformation of the Beatles throughout the 1960's as a way to demonstrate the shifting views of young people during the</li> </ul>

		<p>decade as a result of the "hippie" counterculture movement.</p> <ul style="list-style-type: none"> <li>● Musical Analysis- examine various songs from the 1960's that promote civil rights and/or anti-war sentiments (Bob Dylan, James Brown, Neil Young, etc.)</li> <li>● Essay- Juxtapose the motives between the 1960's race riots and the modern #blacklivesmatter civil rights movement</li> </ul>
<p><b>Assessments:</b></p>	<p><b>Materials:</b></p>	<p><b>Resources:</b></p>
<ul style="list-style-type: none"> <li>● Homework</li> <li>● Classwork</li> <li>● Class Participation</li> <li>● Quizzes</li> <li>● Unit Test</li> <li>● Class Discussion</li> <li>● Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● The Americans (Holt-McDougal)</li> <li>● Teacher-generated PowerPoints</li> <li>● Chromebooks</li> <li>● Interactive Board</li> <li>● Teacher-generated readings/worksheets</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com/watch?v=hkg-bzTHeAk">https://www.youtube.com/watch?v=hkg-bzTHeAk</a> (Neil Young - Ohio)</li> <li>● <a href="https://www.retrowaste.com/1960s/">https://www.retrowaste.com/1960s/</a></li> <li>● <a href="https://www.youtube.com/watch?v=gbrcRKqLSRw">https://www.youtube.com/watch?v=gbrcRKqLSRw</a> (1960 Presidential Debate)</li> <li>● <a href="https://spinditty.com/playlists/The-Protest-Movement-The-10-Best-Protest-Songs-of-the-60s">https://spinditty.com/playlists/The-Protest-Movement-The-10-Best-Protest-Songs-of-the-60s</a></li> <li>● <a href="http://www.history.com/this-day-in-history/the-stonewall-riot">http://www.history.com/this-day-in-history/the-stonewall-riot</a></li> <li>● <a href="http://americanhistory.si.edu/lisalaw/4.htm">http://americanhistory.si.edu/lisalaw/4.htm</a></li> <li>● <a href="https://www.youtube.com/watch?v=3vDWWy4CMhE">https://www.youtube.com/watch?v=3vDWWy4CMhE</a> (MLK I Have a Dream)</li> <li>● <a href="https://www.youtube.com/watch?v=j6HK1nWeZPk">https://www.youtube.com/watch?v=j6HK1nWeZPk</a> (1968 DNC)</li> <li>● <a href="https://www.youtube.com/watch?v=sTB1r65cL_E">https://www.youtube.com/watch?v=sTB1r65cL_E</a> (Moon Landing)</li> </ul>

<b>Unit:</b>	The 1970's
<b>Timing:</b>	6-8 weeks
<b>Standards:</b>	<p><b>NJSLS - Social Studies</b></p> <p>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.</p> <p>6.1.12.A.12.c - Explain how the Arab-Israeli conflict influenced American foreign policy.</p> <p>6.1.12.D.12.c - Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.</p> <p>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.</p> <p>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.</p> <p><b>NJSLS - Visual and Performing Arts</b></p> <p>1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p><b>NJSLS - ELA Companion Standards</b></p> <p>RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.</p> <p>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p>

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.

Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.

Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.8. 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.

WHST.11-12.10. 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.

**21st CENTURY LIFE AND CAREERS**

9.2.12.C.4 - Analyze how economic conditions and societal changes influence employment trends and future education.

Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> <li>● What factors led to some Americans becoming skeptical of Government during the 1970's?</li> <li>● In what ways did the United States take steps backward as an economic and diplomatic power during the 1970's?</li> <li>● How did the media further racial integration through music, movies and television?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Recognize key political/cultural icons of the era</li> <li>● Analyze how the media of the era contributed to the zeitgeist of American society during the 1970's</li> <li>● Identify how the trauma of Vietnam, Watergate and Iranian Hostage Crisis led to negative views of government.</li> <li>● Analyze how television programs like "All in the Family" and "Saturday Night Live" were able to shape public opinion by integrating current events/social issues into comedy.</li> </ul>	<ul style="list-style-type: none"> <li>● Seeds of Modern Terrorism: The 1972 Munich Olympics- Juxtapose the methods and motives of terrorist groups of the past and present in regards to the Israeli-Palestinian conflict.(news clips)</li> <li>● Juxtapose the goals and outcome of the Vietnam War and the modern "War on Terror" and gauge its effects on the American psyche</li> <li>● Watergate and Richard Nixon's resignation (news clips)</li> <li>● Profile- Walter Cronkite, most trusted voice in news</li> <li>● Investigate traces of nostalgia through "Happy Days" and Don McLean's "American Pie"</li> <li>● Investigate the rise of Pol Pot and the Cambodian Genocide</li> <li>● Analyze the songs and appearance of pro-LGBT artists of the era (David Bowie, Freddie Mercury, Elton John, etc.)</li> </ul>
Assessments:	Materials:	Resources:

<ul style="list-style-type: none"> <li>● Homework</li> <li>● Classwork</li> <li>● Class Participation</li> <li>● Quizzes</li> <li>● Unit Test</li> <li>● Class Discussion</li> <li>● Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● The Americans (Holt-McDougal)</li> <li>● Teacher-generated PowerPoints</li> <li>● Chromebooks</li> <li>● Interactive Board</li> <li>● Teacher-generated readings/worksheets</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="https://www.retrowaste.com/1970s/">https://www.retrowaste.com/1970s/</a></li> <li>● <a href="https://www.youtube.com/watch?v=ZEOGJJ7UKFM">https://www.youtube.com/watch?v=ZEOGJJ7UKFM</a> (Nixon resignation)</li> <li>● <a href="https://www.whitehousehistory.org/teacher-resources/jimmy-carter-and-the-iranian-hostage-crisis">https://www.whitehousehistory.org/teacher-resources/jimmy-carter-and-the-iranian-hostage-crisis</a></li> <li>● <a href="http://www.avclub.com/article/ten-episodes-that-show-how-iall-in-the-familyi-cha-82986">http://www.avclub.com/article/ten-episodes-that-show-how-iall-in-the-familyi-cha-82986</a></li> <li>● <a href="https://www.youtube.com/watch?v=q3eF19pcxsM">https://www.youtube.com/watch?v=q3eF19pcxsM</a> (Walter Cronkite)</li> <li>● <a href="http://www.npr.org/sections/pictureshow/2012/11/10/164792293/gas-lines-evoke-memories-oil-crisis-in-the-1970s">http://www.npr.org/sections/pictureshow/2012/11/10/164792293/gas-lines-evoke-memories-oil-crisis-in-the-1970s</a></li> <li>●</li> </ul>
---	---	---

<b>Unit:</b>	The 1980's
<b>Timing:</b>	6-8 weeks
<b>Standards:</b>	<p><b>NJSLS - Social Studies</b></p> <p>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.</p> <p>6.1.12.A.12.c - Explain how the Arab-Israeli conflict influenced American foreign policy.</p> <p>6.1.12.D.12.c - Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>NJSLS - Visual and Performing Arts</b></p> <p>1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p><b>NJSLS - ELA Companion Standards</b></p> <p>RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p>

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

WHST.11-12.1. Write arguments focused on *discipline-specific content*.

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.

Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.8. 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.

WHST.11-12.10. 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.

	<p><b>21st CENTURY LIFE AND CAREERS</b>            9.2.12.C.4 - Analyze how economic conditions and societal changes influence employment trends and future education.</p>	
<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigation, and Student Experiences:</b>
<ul style="list-style-type: none"> <li>• What factors led to an improved economy and culture of consumerism in the 1980's?</li> <li>• What factors led to the collapse of the Soviet Union and the end of the Cold War?</li> <li>• How did expanding niche-media outlets cater to the entertainment/information needs of diverse demographics in the United States during the 1980's?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize key political/cultural icons of the era</li> <li>• Analyze how the media of the era contributed to the zeitgeist of American society during the 1980's</li> <li>• Identify how after a decade of weak/flawed leadership Ronald Reagan was a strong figure who used television to promote his agenda.</li> <li>• Analyze how the expansion of television programming through the creation of networks like MTV, ESPN and CNN created an environment where watching television was no longer a family, but more compartmentalized by interests and age.</li> <li>• Analyze how the collapse of the USSR led to the United States becoming the lone global superpower.</li> </ul>	<ul style="list-style-type: none"> <li>• Examine new products that became popular with Americans during the 1980's that led to frequent use of credit cards and the creation of many new shopping malls. (Nintendo, CD's, Nike Air Jordan sneakers, Omnibot, Pocket TV, VCR, Walkman)</li> <li>• Analyze MTV contributed to the creation of American "youth culture". In what ways did MTV continue to create a generational rift through controversial artists and music videos?</li> <li>• Analyze the discovery of the AIDS virus and its portrayal in media. (initial stigma/misunderstandings, Magic Johnson, etc.)</li> <li>• Investigate the successes and failures of technological advancements during the era (Personal Computers, VCR, Chernobyl, Challenger explosion)</li> </ul>

		<ul style="list-style-type: none"> <li>● Profile Investigation - Ronald Reagan (Iran-Contra, "Tear Down this Wall", War on Drugs, etc.)</li> <li>● Investigate the widening gap between rich and poor during the 1980's through the deterioration of urban environments (crack epidemic, Guardian Angels, gang violence, etc.)</li> </ul>
<b>Assessments:</b>	<b>Materials:</b>	<b>Resources:</b>
<ul style="list-style-type: none"> <li>● Homework</li> <li>● Classwork</li> <li>● Class Participation</li> <li>● Quizzes</li> <li>● Unit Test</li> <li>● Class Discussion</li> <li>● Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● The Americans (Holt-McDougal)</li> <li>● Teacher-generated PowerPoints</li> <li>● Chromebooks</li> <li>● Interactive Board</li> <li>● Teacher-generated readings/worksheets</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="https://www.retrowaste.com/1980s/">https://www.retrowaste.com/1980s/</a></li> <li>● <a href="https://www.brookings.edu/articles/reagan-and-gorbachev-shutting-the-cold-war-down/">https://www.brookings.edu/articles/reagan-and-gorbachev-shutting-the-cold-war-down/</a></li> <li>● <a href="https://www.youtube.com/watch?v=Ei1HnWzmNk">https://www.youtube.com/watch?v=Ei1HnWzmNk</a> (Reagan - Tear Down this Wall)</li> <li>● <a href="http://www.slate.com/blogs/xx_factor/2011/08/01/mtv_had_a_formative_impact_on_generation_x_especially_the_girls_.html">http://www.slate.com/blogs/xx_factor/2011/08/01/mtv_had_a_formative_impact_on_generation_x_especially_the_girls_.html</a></li> <li>● <a href="http://all-that-is-interesting.com/1980s-new-york">http://all-that-is-interesting.com/1980s-new-york</a></li> <li>●</li> </ul>

<b>Unit:</b>	The 1990's
<b>Timing:</b>	6-8 weeks
<b>Standards:</b>	<p><b>NJSLS - Social Studies</b></p> <p>6.1.12.A.12.c - Explain how the Arab-Israeli conflict influenced American foreign policy.</p> <p>6.1.12.D.12.c - Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p><b>NJSLS - Visual and Performing Arts</b></p> <p>1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p><b>NJSLS - ELA Companion Standards</b></p> <p>RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p>

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

WHST.11-12.1. Write arguments focused on *discipline-specific content*.  
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.  
Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.  
Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  
Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.  
Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.8. 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.

WHST.11-12.10. 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.

	<p><b>21st CENTURY LIFE AND CAREERS</b>                  9.2.12.C.4 - Analyze how economic conditions and societal changes influence employment trends and future education.</p>	
<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigation, and Student Experiences:</b>
<ul style="list-style-type: none"> <li>● What economic and political factors allowed Americans to experience relative feelings of optimism and peace during the 1990's in comparison to previous decades?</li> <li>● In what ways did the technological revolution of at 1990's via the advent of the internet shape American society?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Recognize key political/cultural icons of the era</li> <li>● Analyze how the media of the era contributed to the zeitgeist of American society during the 1990's</li> <li>● Identify that following the end of the Cold War, the United States experienced a decade of peace and economic growth</li> <li>● Analyze the effects of the internet on the economy and communication norms of the United States</li> <li>● Analyze how sophisticated media and marketing techniques lead to highly profitable superstars like Michael Jordan</li> </ul>	<ul style="list-style-type: none"> <li>● Juxtapose America's invasion of Iraq during Desert Storm and the War on Terror in terms of method, motive and outcome.</li> <li>● Examine how various technology and scientific advancements changed American life and mindset. (Windows OS, Nintendo, AOL, Ebay, Google, Dolly the Sheep, Stem Cells)</li> <li>● Investigate the factors that led to growing interest and monetary gain surrounding American professional athletes. (Michael Jordan, The Dream Team, Derek Jeter, Emmitt Smith, Wayne Gretzky, Tiger Woods, Ken Griffey Jr., etc.)</li> <li>● Examine how various musical artists gave voices</li> </ul>

		<p>to disenfranchised youth through Grunge and Hip Hop music. (Nirvana, Pearl Jam, Tupac, Notorious B.I.G, etc.)</p> <ul style="list-style-type: none"> <li>● Examine how P2P services like Napster and bitTorrent have changed the way movies and music are distributed. To what extent should these services be regulated?</li> <li>● Examine how programs like The Simpsons, South Park and Beavis and Butthead created controversy and pushed the accepted limits of censorship on television</li> <li>● Profile- Bill Gates and Microsoft</li> <li>● Investigate the roots of both domestic and international terrorism during the 1990's</li> <li>● Examine the 1992 L.A riots</li> </ul>
<p><b>Assessments:</b></p>	<p><b>Materials:</b></p>	<p><b>Resources:</b></p>
<ul style="list-style-type: none"> <li>● Homework</li> <li>● Classwork</li> <li>● Class Participation</li> </ul>	<ul style="list-style-type: none"> <li>● The Americans (Holt-McDougal)</li> <li>● Teacher-generated PowerPoints</li> <li>● Chromebooks</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="https://www.retrowaste.com/1990s/">https://www.retrowaste.com/1990s/</a></li> <li>● <a href="http://www.newyorker.com/magaz">http://www.newyorker.com/magaz</a></li> </ul>

<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Unit Test</li> <li>● Class Discussion</li> <li>● Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive Board</li> <li>● Teacher-generated readings/worksheets</li> </ul>	<p><a href="http://www.fox.com/2015/04/27/the-man-who-broke-the-music-business">ine/2015/04/27/the-man-who-broke-the-music-business</a></p> <ul style="list-style-type: none"> <li>● <a href="http://www.cnn.com/2017/02/28/opinions/desert-storm-opinion/index.html">http://www.cnn.com/2017/02/28/opinions/desert-storm-opinion/index.html</a></li> <li>● <a href="https://www.youtube.com/watch?v=Oj8whtP9dHo">https://www.youtube.com/watch?v=Oj8whtP9dHo</a> (1993 WTC Bombing)</li> <li>● <a href="https://www.youtube.com/watch?v=MJ4JyK9mfjw">https://www.youtube.com/watch?v=MJ4JyK9mfjw</a> (Oklahoma City Bombing)</li> <li>● <a href="https://www.youtube.com/results?search_query=rodney+king">https://www.youtube.com/results?search_query=rodney+king</a></li> <li>● <a href="https://www.youtube.com/watch?v=lAkuJXGldrM">https://www.youtube.com/watch?v=lAkuJXGldrM</a> (Windows 95 launch)</li> </ul>
---	--	--

<b>Unit:</b>	2001 to the Present
<b>Timing:</b>	6-8 weeks
<b>Standards:</b>	<p><b>NJSLS - Social Studies</b></p> <p>6.1.12.A.12.c - Explain how the Arab-Israeli conflict influenced American foreign policy.</p> <p>6.1.12.D.12.c - Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.</p> <p>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.</p> <p>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.</p> <p>6.1.12.A.16.a - Examine the impact of media and technology on political and social issues in a global society.</p> <p>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.</p> <p>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.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p><b>NJSLS - Visual and Performing Arts</b></p> <p>1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p>

**NJSLS - ELA Companion Standards**

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.

WHST.11-12.1. Write arguments focused on *discipline-specific content*.

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.

Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.

Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.8. 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

	<p>selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>WHST.11-12.10.</u> 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.</p> <p><b>21st CENTURY LIFE AND CAREERS</b></p> <p>9.2.12.C.4 - Analyze how economic conditions and societal changes influence employment trends and future education.</p>	
<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigation, and Student Experiences:</b>
<ul style="list-style-type: none"> <li>• What are some of the economic and diplomatic challenges faced by the United States in the 21st Century?</li> <li>• In what ways have smart phones and social media platforms changed American society?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize key political/cultural icons of the era</li> <li>• Analyze how the media of the era contributed to the zeitgeist of American society during the 21st Century</li> <li>• Interpret the events preceding and following September 11th, 2001.</li> <li>• Analyze the cause and effect of continued polarized politics in the United States</li> <li>• Analyze the pros and cons of the technological revolution.</li> </ul>	<ul style="list-style-type: none"> <li>• 9/11 - (new clips and media response)</li> <li>• Profile- George Bush and the War on Terror (Iraq, Afghanistan, Patriot Act, etc.)</li> <li>• Media shaping public opinion- Will Ferrell as George Bush (clips)</li> <li>• Video Games - Examine if first person shooter games like SOCOM and Call of Duty are used to influence military support and recruitment.</li> <li>• The 4th Amendment- Debate the effects of the Patriot Act and the "digital footprint" of Americans to decide the strength of the 4th Amendment in the modern age.</li> <li>• Analyze the role of traditional</li> </ul>

		<p>and social media in the continued polarization of American politics. (Birther movement, Black Lives Matter, Occupy Wall Street, Alternative Right, etc.)</p> <ul style="list-style-type: none"> <li>● Analyze the threat of cyber-terrorism in the 21st century (government leaks/hacks, identity theft, crashing infrastructure systems, hijacking military drones, etc.)</li> <li>● Essay - How will this generation be remembered?</li> </ul>
<p><b>Assessments:</b></p>	<p><b>Materials:</b></p>	<p><b>Resources:</b></p>
<ul style="list-style-type: none"> <li>● Homework</li> <li>● Classwork</li> <li>● Class Participation</li> <li>● Quizzes</li> <li>● Unit Test</li> <li>● Class Discussion</li> <li>● Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● The Americans (Holt-McDougal)</li> <li>● Teacher-generated PowerPoints</li> <li>● Chromebooks</li> <li>● Interactive Board</li> <li>● Teacher-generated readings/worksheets</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="http://bigthink.com/paul-ratner/the-10-most-popular-conspiracy-theories">http://bigthink.com/paul-ratner/the-10-most-popular-conspiracy-theories</a></li> <li>● <a href="https://www.aclu.org/issues/national-security/privacy-and-surveillance/surveillance-under-patriot-act?redirect=infographic/surveillance-under-patriot-act">https://www.aclu.org/issues/national-security/privacy-and-surveillance/surveillance-under-patriot-act?redirect=infographic/surveillance-under-patriot-act</a></li> <li>● <a href="https://www.forbes.com/sites/olivierrgarrat/2017/08/16/in-the-age-of-cyber-terrorism-every-investor-must-own-gold/#5d20724731d5">https://www.forbes.com/sites/olivierrgarrat/2017/08/16/in-the-age-of-cyber-terrorism-every-investor-must-own-gold/#5d20724731d5</a></li> <li>● <a href="http://www.pbs.org/newshour/rundown/911-to-now-ways-we-have-changed/">http://www.pbs.org/newshour/rundown/911-to-now-ways-we-have-changed/</a></li> <li>● <a href="https://www.nytimes.com/2016/11/09/technology/for-election-day-chatter-twitter-ruled-social-media.html?mcubz=1">https://www.nytimes.com/2016/11/09/technology/for-election-day-chatter-twitter-ruled-social-media.html?mcubz=1</a></li> </ul>

		<ul style="list-style-type: none"> <li> <a href="https://books.google.com/books?id=zvkwCwAAQBAJ&amp;pg=PA216&amp;lpg=PA216&amp;dq=socom+navy+seals+game+propaganda&amp;source=bl&amp;ots=05JSY0H01k&amp;sig=oZr742LOmd_533T3ijOPsv8JJ3k&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwi0nd3-p-PVAhXESiYKHfhoC6QQ6AEIYjAN#v=onepage&amp;q=socom%20navy%20seals%20game%20propaganda&amp;f=false">https://books.google.com/books?id=zvkwCwAAQBAJ&amp;pg=PA216&amp;lpg=PA216&amp;dq=socom+navy+seals+game+propaganda&amp;source=bl&amp;ots=05JSY0H01k&amp;sig=oZr742LOmd_533T3ijOPsv8JJ3k&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwi0nd3-p-PVAhXESiYKHfhoC6QQ6AEIYjAN#v=onepage&amp;q=socom%20navy%20seals%20game%20propaganda&amp;f=false</a> </li> </ul>
--	--	---