

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT  
SOCIAL STUDIES CURRICULUM  
AMERICA IN THE NEW MILLENNIUM  
OCTOBER 2020

**America in the New Millennium  
Course Overview**

This elective, semester course is designed to complement the required United States (U.S.) history course sequence. America in the New Millennium consists of seven units beginning with a brief study of current interpretations of the U.S. Constitution as well as contemporary Constitutional controversies and then moves to a seven-week study of the ideas, people, events and technologies that shape the politics, society and economy of 21<sup>st</sup> Century America. In addition, five two-week units focus more specifically on U.S. citizenship responsibilities, the economy, policy and challenges concerning immigration, global competition for energy, and the impact of emerging technologies, especially in communications. Students will practice and learn the curriculum through numerous activities which employ cooperative learning, Howard Gardner's theory of multiple intelligences and differentiated instruction. Assignments that require the higher-order thinking skills from Bloom's Taxonomy will monitor student achievement. Students will analyze and evaluate suggested solutions to the many challenges that face the nation. Students will also be given opportunities to propose alternative solutions.

Unit of Study	Pacing	Essential Questions	Enduring Understandings	Skills	Assessment	NJ Student Learning Standards	Interdisciplinary Connections
Unit I Intro to America*	2 Weeks	<p>What are the most important issues facing the United States?</p> <p>What does America look like to me?</p> <p>What are the rights and responsibilities of an American citizen?</p>	<p>National and international events affect America in profound ways.</p> <p>America is an amalgamation of ideas, beliefs, cultures, races and ideologies that makes it the leader in many areas in the world.</p> <p>American citizens must be informed members of society to effectively participate in this representative republic.</p>	<p>Analyze the problems facing the nation from multiple perspectives</p> <p>Synthesize information to create student generated work</p> <p>Separate fact from opinion.</p>	<p>Formative: Cooperative learning project that asks students to generate the main issues facing the United States</p> <p>Summative: Synthesize information to create a visual advertisement for citizens to move to NJ/Hillsborough</p> <p>Benchmark Assessment: Pre/Post Constitution test</p>	<p>6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).</p> <p>6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.</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>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p>
Unit II United States in the New Millennium*	7 Weeks	<p>Who were the persons and events that have shaped the past two decades?</p> <p>What are the reasons that America goes to war?</p> <p>How has America become so polarized?</p> <p>What is America's stake in the global economy?</p>	<p>United States government officials make decisions that affect all Americans.</p> <p>The War on Terror is asymmetrical warfare which is not bound by country or flag.</p> <p>The fringe of America's two</p>	<p>Analyze electoral college procedure.</p> <p>Understand the workings of a free market economy.</p> <p>Identify the necessary characteristics of an economy.</p>	<p>Formative: Analyze and evaluate the policies of presidents from 2000 to today.</p> <p>Formative: Analyze and present several media reports in different formats.</p>	<p>6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.</p> <p>6.1.12.HistorySE.15.a: Explain how and why</p>	<p>WHST.11-12.7. 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,</p>

		What determines class in America?	<p>major political parties drive party platforms, dismissing concerns and wants of the majority.</p> <p>Capitalism thrives when true competition exists.</p> <p>Aggregate groups with common characteristics are formed by religion, wealth, politics, age, disability, gender, ethnicity and geography.</p>		<p>Summative: Research paper involving current Supreme Court cases.</p> <p>Alternative: Semester research project utilizing differentiated assessments (posters, video, Power Point, art, music, etc.)</p> <p>Summative: Research and presentation on election strategy and/or opposition research for a given political candidate.</p>	<p>religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.</p> <p>6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p>	demonstrating understanding of the subject under investigation.
Unit III Terrorism*	2 weeks	How can the American government protect its citizens from terrorism?	Americans have paid an enormous price in the loss of lives, freedom and treasure for the war on terror.	Describe laws and acts regarding investigation and prevention of terrorism.	<p>Alternative: Research project that chronicles an act of terrorism using various assessment methods (posters, video, Power Point, art, music, etc.)</p> <p>Formative: Develop a case study surrounding the provisions of the Patriot Act.</p>	<p>6.1.12.HistorySE.15.b: Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.</p> <p>6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.</p>	RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

						<p>6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).</p> <p>6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).</p> <p>6.1.12.HistoryCC.14.b: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.</p>	
Unit IV Globalism*	2 weeks	How will America and its citizens fare in the 21 <sup>st</sup> century global economy?	America's economic future rests upon skilled workers, the latest technology, an affordable and reliable energy supply, and strong	Understand a free market economy and interpret the decisions made by world governments and fiscal organizations.	Formative: Evaluate and compare current global economic policies.  Formative: Do a comparison of	6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.	RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media

			financial underpinnings.		<p>current household items to those in the late 1970s.</p> <p>Summative: Analyze data for the past century to see determine how the kinds of goods traded has changed and its effect on America's economy.</p>	<p>6.2.12.EconGE.6.b: Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.</p> <p>6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.</p> <p>6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.</p>	(e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
Unit V Immigration*	2 weeks	<p>Who gets to become an American?</p> <p>Should American leadership accurately reflect population groups?</p>	Immigration and birth rates of ethnic groups create an America that is constantly evolving.	Analyze the problems facing the nation from multiple perspectives.	<p>Summative: Evaluate current immigration proposals, present and defend acceptable solutions.</p>	6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.	RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

						<p>6.1.12.EconET.14.b: 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.</p> <p>6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p>	
Unit VI Oil/Energy*	2 weeks	<p>How do energy needs drive world markets and economies?</p> <p>Is new technology always better than that which it replaces?</p>	<p>Fossil fuels and their replacements are vital to growth and wealth creation for a nation.</p> <p>Scientific and tech developments transform societies.</p>	<p>Analyze pros and cons of current energy technology.</p> <p>Develop arguments on both sides of an issue.</p>	<p>Formative: Create graphs to illustrate use of different energy types used by Americans.</p> <p>Summative: Create visuals that highlight alternative energies (positives/negative)</p>	<p>6.1.12.HistorySE.15.a: Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.</p> <p>6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.</p>	<p>RH.11-12.7. 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.</p>

<p>Unit VII Technology*</p>	<p>2 weeks</p>	<p>What is the impact of technology on communication and freedom?</p>	<p>Technology is a tool that can be used for collecting, organizing, creating and presenting information with both positive and negative outcomes.</p>	<p>Develop arguments on both sides of an issue.  Collaborate with fellow group members and practice public speaking.</p>	<p>Summative: Students will create a school technology code of ethics and acceptable use policy that meets today's changing educational and technological needs.</p>	<p>6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.  6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.  6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.</p>	<p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>
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\*This unit will be modified for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans according to the specific needs of students and activities implemented.



## Bibliography

### Books:

*The World Today*, Eighth Edition. Henry Brun. Amsco Publications, New York, 2010.

*Taking Sides, American Foreign Policy*, Fifth Addition. Andrew Bennet. 2002.

*Taking Sides, Clashing Views in United States History Since 1945*, Third Edition. Larry Madaras. 2010

*American Government and Politics Today*, 2007-2008 Edition. Schmidt, Shelley, Bardes. 2008.

*The Challenge of Terrorism*. Nextext. 2002.

### **Webliography**

Ballotpedia: Contains information and key votes of different politicians.

[https://ballotpedia.org/Main\\_Page](https://ballotpedia.org/Main_Page)

iCivics: With a registered (free) account, teachers have access to games and lesson plans for teaching the United States Constitution. <http://www.icivics.org>

Pro and Cons of Controversial Issues: Provides multiple types of resources for critical thinking to educate without bias. <http://www.loc.gov>

The Library of Congress- American Memory: Has documents concerning topics and historical collections of materials, organized topically and chronologically; webcasts included. <http://www.loc.gov>

News sites including:

BBC <http://www.bbc.co.uk/news/>

National Public Radio <https://www.npr.org/>

New York Times [www.nytimes.com](http://www.nytimes.com)

Washington Post <http://www.washingtonpost.com/>

Online Newspapers <http://www.onlinenewspapers.com>