

# **POLITICAL THEORY**

## **COURSE OF STUDY**

**2007**

### **COURSE DESCRIPTION:**

Political Theory introduces students to concepts that help them make sense of the present and future, focusing especially on law and the institutions of government. It is a Social Studies elective that begins with study of political terminology necessary to discuss advanced ideas which will provide the student with a basic knowledge of the fundamental elements that comprise the American political system. Students will also acquire a comprehension and appreciation of the rights and privileges granted by the United States Constitution. Included in this study, is an understanding of how the major institutions in American society interact with the political system. Additionally, students will examine various political systems in a comparative approach, looking at how differently politics are organized in other countries which will provide a broader context to determine how well particular government structures and processes may work. Students will evaluate important political philosophies of Plato, Aristotle, Machiavelli, Hobbes, Locke and Rousseau. Also included in this study is the objective examination of current new stories and other major events found in quality news sources that are in the political limelight such as foreign policy, health care, education, welfare and criminal justice.

The study of Political Theory equips students with some of the philosophical wisdom necessary to become good leaders and active citizens. The intent of this course is to instill a continuing interest in public affairs and in government with the hope that such interest will result in direct involvement and political participation.

### **CORE CURRICULUM CONTENT STANDARDS:**

#### **6.1 Social Studies Skills**

#### **6.2 Civics**

- A. Civic Life, Politics, and Government
- B. American Values and Principles
- C. The Constitution and American Democracy
- D. Citizenship
- E. International Education: Global Challenges, Cultures, and Connections

#### **6.3 World History**

- A. The Birth of Civilization to 1000 BCE (BC)
- B. Early Human Societies to 500 CE (AD)
- C. Expanding Zones of Exchange and Interaction to 1400 CE (AD)
- D. The Age of Global Encounters (1400-1750)
- E. The Age of Revolutionary Change (1750-1914)
- F. The Era of the Great Wars (1914-1945)
- G. The Modern World (1945-1979)

H. Looking to the Future (1980-present)

#### **6.4 United States/New Jersey History**

A. Family and Community Life

B. State and Nation

C. Many Worlds Meet (to 1620)

D. Colonization and Settlement (1585-1763)

E. Revolution and the New Nation (1754-1820)

F. Expansion and Reform (1801-1861) Social Studies 3 Social Studies

G. Civil War and Reconstruction (1850-1877)

H. The Industrial Revolution (1870-1900)

I. The Emergence of Modern America (1890-1930)

J. The Great Depression and World War II (1929-1945)

K. Postwar Years (1945-1970)

L. Contemporary America (1968-present)

#### **6.5 Economics**

A. Economic Literacy

B. Economics and Society

#### **6.6 Geography**

A. The World in Spatial Terms

B. Places and Regions

C. Physical Systems

D. Human Systems

E. Environment and Society

### **CUMUMLATIVE PROGRESS INDICATORS**

#### **A. Social Studies Skills**

Students will:

6.1.A.4. Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.

SUGGESTED ACTIVITES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Examine various historical editorials about political campaign issues during presidential campaigns reconciling opinion with fact.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.1.A.5. Evaluate current issues, events, or themes and trace their evolution through historical periods.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Compare the controversies that have occurred about immigration policies since the first wave of immigration in the United States after the Civil War.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.1.A.6. Apply problem-solving skills to national, state, or local issues and propose reasoned solutions.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Debate both sides of current controversial issues (death penalty, euthanasia).

SUGGESTED RESOURCES:

1. Internet
2. Newspapers
3. Periodicals

6.1.A.7. Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Compare the philosophies of the major political parties today with their philosophies of a hundred years ago.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.1.A.8. Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. In small groups, students will compare the type and amount media coverage of presidential campaigns throughout American history.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

### **A. Civic Life, Politics, and Government**

Students will:

6.2. A.1. Analyze how reserved and jointly held powers in the United States Constitution result in tensions among the three branches of government and how these tensions are resolved (e.g., *Marbury v. Madison*-1803; *Federalist #78*; *United States v. Nixon*-1974, claims of Executive Privilege by Presidents Nixon, Clinton, and Bush).

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. In small groups, create PowerPoint presentations that identify and evaluate the Executive Privilege claimed by Presidents Nixon, Clinton, Bush.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.2.A.2. Apply the concept of the rule of law to contemporary issues (e.g., impeachment of President Clinton, use of Executive Privilege, recess appointments to federal courts, the Senate's advice and consent process, and the use of litmus tests).

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Research and write reports about the similarities between conditions and the impeachment procedures for President Johnson and President Clinton.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.2.A.3. Analyze how individual responsibility and commitment to law are related to the stability of American society.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Debate the need for conscription laws for citizens in the United States.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals
5. The Constitution

6.2.A.4. Evaluate competing ideas about the purpose of the national and state governments and how they have changed over time (e.g., the American version of federalism, the powers of the federal government and the states, differing interpretations of Article I, Sections 8-10).

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. In small groups, compare a list of the economic responsibilities of national and state governments of today with those during the post-colonial era.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.2.A.5. Discuss how participation in civic and political life can contribute to the attainment of individual and public good.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Interview and write a report about a local political or civic leader about their contributions to public.

SUGGESTED RESOURCES:

1. County Board of Freeholders or a Local Government Politician
2. Internet
3. Newspapers
4. Periodicals

6.2.A.6. Evaluate ways that national political parties influence the development of public policies and political platforms, including political action committees, McCain-Feingold Act, platform committees, and political campaigns.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. In small groups, research, create and present a group presentation about an active political action group.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedia
3. Newspapers
4. Periodicals

6.2.A.7. Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper and television polls) and how public opinion can be influenced by the government and the media.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Analyze various types of public opinion polls during presidential primary campaigns and determine if there is a correlation between the polls and the outcomes of the elections.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedia
3. Newspapers
4. Periodicals

**B. American Values and Principles**

Students will:

6.2.B.1. Analyze major historical events and important ideas that led to and sustained the constitutional government of the United States, including the Constitutional Convention of 1787, the Judiciary Act of 1789, the first Cabinet under George Washington, and Amendments 1-15.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Write proposals supporting or opposing the need for the Second Amendment.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals
5. The Constitution

6.2. B.2. Propose and justify new local, state, or federal governmental policies on a variety of contemporary issues (e.g., definition of marriage, voting systems and procedures, censorship, religion in public places).

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Research and write position essays supporting or opposing the adoption of gay marriage in New Jersey.
2. Debate the use of school prayer in public schools in America.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.2.B.3. Describe historic and contemporary efforts to reduce discrepancies between ideals and reality in American public life, including Amendments 13-15, the Civil Rights Act of 1866 and 1875, the Abolitionist movement, the Civil War, and the end of slavery in the United States.

SUGGESTED ACTIVITES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Research and write a report detailing how the Civil Rights Act of 1964 reinforced and strengthened the efforts of the Civil Rights Acts of 1866 and 1875.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.2.B.4. Discuss how a common and shared American civic culture is based on commitment to central ideas in founding-era documents (e.g., United States Constitution) and in core documents of subsequent periods of United States history (e.g., Washington’s Farewell Address; Seneca Falls Declaration of Sentiments and Resolutions-1848; The Gettysburg Address; President Franklin Roosevelt’s “Four Freedoms” speech -1941; President Social Studies 13 Social Studies Kennedy’s Inaugural Address-1961; the 17th, 19th, and 24th Amendments; Martin Luther King Jr.’s “I Have a Dream” speech and the “Letter from Birmingham Jail”).

SUGGESTED ACTIVITES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Compare the similarities of the Seneca Falls Declaration of Sentiments and Resolutions of 1848 with the Declaration of Independence.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals
5. Seneca Falls Declaration of Sentiments and Resolutions of 1848
6. The Declaration of Independence

6.2.B.5. Analyze the successes of American society and disparities between American ideals and reality in American political, social, and economic life and suggest ways to

address them (e.g., rights of minorities, women, physically and mentally challenged individuals, foreign born individuals).

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Research and evaluate the impact and effectiveness of legislation passed that addresses the civil and legal rights of minorities in the United States.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

### **C. The Constitution and American Democracy**

Students will:

6.2.C.1. Debate current issues and controversies involving the central ideas of the American constitutional system, including representative government (e.g., Electoral College and the popular vote), civic virtue (e.g., increasing voter turnout through registrations and campaigns), checks and balances, and limits on governmental power.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Debate the idea of eliminating the use of the Electoral College vote in favor of the Popular vote to determine who is elected president of the United States

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals
5. The Constitution

6.2.C.2. Analyze, through current and historical examples and Supreme Court cases, the scope of governmental power and how the constitutional distribution of responsibilities seeks to prevent the abuse of that power.

SUGGESTED ACTIVITES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Create a chart of famous historical and current Supreme Court cases that detail the background information about the cases, the court's decisions, and the impact those decisions had on the American judicial system.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.2.C.3. Compare the American system of representative government with systems in other democracies such as the parliamentary systems in England and France.

SUGGESTED ACTIVITES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Create a PowerPoint presentation that compares the similarities and differences between the American democratic government system with the parliamentary system of government found in England and France.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.2.C.4. Compare and contrast the major constitutional and legal responsibilities of the federal government for domestic and foreign policy and describe how disagreements are resolved.

SUGGESTED ACTIVITES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Create a chart that lists the domestic and foreign policy responsibilities of the United States federal government found in the Constitution.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers

4. Periodicals
5. The Constitution

6.2. C.5. Describe the nature of political parties in America and how they reflect the spectrum of political views on current state and federal policy issues.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Research and create a PowerPoint presentation that depicts the major political parties, their candidates, and their parties' position on important policy issues.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.2.C.6. Explain the federal and state legislative process and analyze the influence of lobbying, advocacy groups, the media, and campaign finance on the development of laws and regulations.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Research and write a report about the impact the lobbying paid for by groups such as the NRA and tobacco growers has on both the federal and state legislative process.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

## **D. Citizenship**

Students will:

6.2.D.1. Evaluate the characteristics needed for effective participation in civic and political life.

SUGGESTED ACTIVITES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Create a chart that illustrates the requirements for running for various political offices at the local, state, and federal level.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.2. D.2. Compare and contrast the rights and responsibilities of government and its citizens as delineated in the United States Constitution, the New Jersey Constitution of 1947, and the United Nations' Universal Declaration of Human Rights.

SUGGESTED ACTIVITES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Create a PowerPoint presentation the details the similarities in the United States Constitution and the New Jersey Constitution of 1947.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals
5. The Constitution
6. The New Jersey Constitution of 1947

6.2. D.3. Compare and contrast the benefits of American citizenship (e.g., habeas corpus, secret ballots, freedom of movement and expression) with those of citizens of other nations, including democratic and non-democratic countries.

SUGGESTED ACTIVITES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Research and write a report about citizens voting rights in various countries around the world including democratic and non-democratic countries.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias

3. Newspapers
4. Periodicals
5. The Constitution

6.2. D.4. Recommend ways that citizens can use knowledge of state or federal government policies and decision-making processes to influence the formation, development, or implementation of current public policy issues (e.g., First Amendment right to petition for redress of grievances).

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. In small groups, students will create a presentation demonstrating how United States citizens can petition the government for grievances according to the First Amendment using a simulated grievance.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals
5. The Constitution

6.2.D.5. Discuss how citizens can participate in the political process at the local, state, or national level (e.g., registering to vote, voting, attending meetings, contacting a representative, demonstrating, petitions, boycotting) and analyze how these forms of political participation influence public policy.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Contact a local state representative and invite them to speak about the process of being elected into that office.

SUGGESTED RESOURCES:

1. Board of Freeholders or State Representative

## **E. International Education: Global Challenges, Cultures, and Connections**

Students will:

6.2.E.1. Compare and contrast key past and present United States foreign policy actions (e.g., diplomacy, economic aid, humanitarian aid, military aid) and positions (e.g., treaties, sanctions, interventions) and evaluate their consequences.

SUGGESTED ACTIVITES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Research and write a report about United State intervention in incidents of genocide that have occurred in Bosnia-Herzgovenia, Rwanda and Sudan.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.2. E.2. Analyze and evaluate United States foreign policy actions and positions, including the Monroe Doctrine, the Mexican Cession, the Truman Doctrine, the Cold War, the world-wide struggle against terrorism, and the Iraq War.

SUGGESTED ACTIVITES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Write a position essay supporting or opposing the adoption of the Truman Doctrine and engage in a class debate role playing the role of United States Representatives supporting or opposing the adoption of the doctrine.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.2. E.3. Describe how the world is organized politically into nation-states and alliances and how these interact with one another through organizations such as the European Union, North Atlantic Treaty Organization (NATO), the United Nations, the World Court, and the Group of Seven Industrialized Nations (G7).

SUGGESTED ACTIVITES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Create a timeline of the history of North Atlantic Treaty Organization (NATO) that includes the major events that have impacted the organization.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.2.E.6. Investigate a global challenge (e.g., hunger, AIDS, nuclear defense, global warming) in depth and over time, predict the impact if the current situation does not change, and offer possible solutions.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Research and write a report about the history of the spread of AIDS in the continent of Africa that includes the impact of disease on the people and the actions of African governments to prevent the further spread of the disease.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.2.E.7. Participate in events to acquire understanding of complex global problems (e.g., Model United Nations, international simulations, field trips to government sites).

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Research and write a position paper about the opinion of a member nation of the United Nations Security Council on the issue of a developing member nation attaining nuclear power.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.2.E.8. Justify an opinion or idea about a global issue while showing respect for divergent viewpoints.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Debate the idea that corporations have an obligation to make changes to the way they engage in business to combat global warming.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.2.E.9. Discuss the impact of technology, migration, the economy, politics, and urbanization on culture.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Research and write a position paper about the impact that the two political party system has on voter turnout in major elections in the United States.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.2. E.12. Analyze the impact of communication networks, technology, transportation, and international business on global issues.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Discuss the impact of instantaneous news reporting has on media coverage of war.

SUGGESTED RESOURCES:

1. Internet
2. Newspapers
3. Periodicals

6.2.E.13. Analyze how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Using images found in various types of print media, create posters that demonstrate how the media perpetuates cultural stereotypes.

SUGGESTED RESOURCES:

1. Internet
2. Newspapers
3. Periodicals

6.2.E.14. Connect the concept of universal human rights to world events and issues.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Research and write a report about the history and efforts around the world of Amnesty International.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.2.E.15. Compare and contrast current and past genocidal acts and other acts of hatred and violence for the purposes of subjugation and exploitation (e.g., Holocaust, Native Americans, Irish famine, Armenia, Ukrainian collectivization, Cambodia, Rwanda) and discuss present and future actions by individuals and governments to prevent the reoccurrence of such events.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Discuss the response of the United Nations and its member nations to incidents of genocide that have occurred in the past fifty years.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

**D. The Age of Global Encounters (1400-1750)**

**Students will:**

6.3.D.4. Describe the early influences on the Scientific Revolution and the Enlightenment, including:

- Renaissance Humanism with emphasis on human reason as opposed to total reliance on faith
- Medieval theology
- New global knowledge
- The use of reason and freedom of Jefferson

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Research and write a report about the political philosophies of Thomas Jefferson about the monarchy, the national bank, and the separation of church and state.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

**E. The Age of Revolutionary Change (1750-1914)**

Students will:

6.3.E.1. Discuss the causes and consequences of political revolutions in the late 18th and early 19th centuries, including:

- The impact of the American Revolution on global political thought
- The ideas and events that shaped the French Revolution (e.g., monarchy vs. social ideals of liberty, equality, and fraternity; political beliefs and writings; development of the empire)
- The spread of revolutionary ideas through the Napoleonic period (e.g., Napoleonic Code)

- The emergence of a politically active middle class and the rise of ideologies which questioned class structure in many European countries contributing to socialism and communism
- How the Industrial Revolution, based on new manufacturing processes and the availability of labor, began the preeminence of Europe in the world economy
- The concept of laissez-faire and the ideas of Adam Smith in Wealth of Nations
- Democratic and social reforms, including the struggle for women's rights and the expansion of parliamentary government
- The rise of European nationalism, imperialism, and its effect on the European balance of power, particularly the unification of Italy and Germany

SUGGESTED ACTIVITES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Create a PowerPoint presentation comparing the causes and influences of the American Revolution with the French Revolution.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.3. E.2. Discuss how industrialization shaped social class (e.g., child labor, conditions of social class) and the development of labor organizations.

SUGGESTED ACTIVITES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Create a timeline of the development of major labor organizations in the United States.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.3.E.4. Trace the growth of independence movements and the rejection of colonialism including the Haitian Revolution and leaders such as Toussaint L'Ouverture, Simon Bolivar in Venezuela, and Jose Marti in Cuba.

SUGGESTED ACTIVITES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. In small groups, research and create a timeline of important independence movements and rejection of colonial dominion around the world since the American Revolution.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

## **F. The Era of the Great Wars (1914-1945)**

Students will:

- 6.3.F.1. Analyze the causes and aftermath of World War I, including:
- The growth of European nationalism and increased competition for resources and markets
  - Technology and the changing face of war
  - The Russian Revolutions of 1905 and 1917 and the creation of the Soviet Union (e.g., Lenin's political ideology, Marxist economic policies, Stalin's policies on industrialization)
  - The League of Nations and the effects of the Versailles Conference on Europe, Africa, Asia, and the Middle East
  - Nationalism and propaganda
  - Disintegration of the Ottoman Empire
2. Analyze the background and global consequences of actions leading to World War II, including:
- The Great Depression, including the Stock Market Crash of 1929, massive business and bank failures, and 12 million lost jobs
  - The rise of totalitarian governments in the Soviet Union, Germany, and Italy
  - The fall of the democratic Weimar Republic and the rise of Nazism and European anti-Semitism resulting in the Holocaust and its impact on Jewish life and culture and European society
  - Other twentieth century genocides, (e.g., Turkey/Armenia, Soviet forced collectivization in the Ukraine, Japan's occupations in China and Korea)
  - Evaluate the importance of the beginning of the Atomic Age in science, the technological revolution, and the implications of military technology used in war

SUGGESTED ACTIVITES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Research and write a report on the impact of Marxist philosophies on the Russian Revolutions and the political philosophies of Vladimir Lenin.

2. Using a world map, map out the impact of the Versailles Conference on Africa, Asia and the Middle East.

**SUGGESTED RESOURCES:**

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals
5. The Communist Manifesto

**G. The Modern World (1945-1979)**

Students will:

6.3.G.1. Analyze the transition from wartime alliances to new patterns of global conflict and cooperation, and the reconstruction of Europe and Asia, including:

- The origin and major developments of the Cold War
- Communist takeover in China, Korea, and Vietnam and the creation of NATO, SEATO, and CENTO
- The formation, structure, and purpose of the United Nations
- The Truman Doctrine and the Marshall Plan
- The growth and decline of Communism in Eastern Europe
- The rise of nationalism and the beginning of nation-building movements in Africa, Latin America, and Asia
- The international arms race and nuclear proliferation
- The non-aligned nations during the Cold War as the voice of the Third World

**SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:**

1. Create a timeline of the major events during the Cold War.
2. Create a PowerPoint presentation that demonstrates the formation, structure, and purpose of the United Nations.

**SUGGESTED RESOURCES:**

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.3.G.2. Apply historical analysis to explain global political, economic, and social changes in the 20th century, including:

- Growth and adaptation of Communism in China

- Japan's economic and political transformation and growth of East Asian economies
- Conflicts in Eastern Europe and the Middle East
- The Israel/Palestine conflict
- The impact of Gandhi and the nonviolence movement
- Apartheid and South Africa

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Compare the Apartheid system of South Africa with the slavery system that existed in pre-Civil War America.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

### **H. Looking to the Future (1980-present)**

Students will:

6.3.H.1. Analyze global political, economic, and social changes in the 20th century, including:

- The Gulf War
- The war in Iraq
- Growth of a world economy with the information, technological, and communications revolutions
- The oil crisis and impact of oil producing countries on world economy
- The development of Third World nations

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Compare the differences in the military strategies and objectives of the Gulf War of 1991 and the war in Iraq that began in 2003.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.3.E.3. Evaluate the paradoxes and promises of the 21st century, including:

- Technological growth
- Economic imbalance and social inequalities among the world's people
- New patterns of world migration shaped by international labor demands
- Global market, economy, trade, and communications
- Rapid population growth and increasing urbanization
- The growth of terrorism as a means of warfare
- Democratic reform

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Evaluate the impact of race and class on status of people in the United States and around the world.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

#### **D. Colonization and Settlement (1585-1763)**

Students will:

6.4. D.4. Analyze the political, religious, social, and economic institutions that emerged in colonial New Jersey.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Compare and contrast the political, religious, social and economic differences between the Loyalists and Patriots of New Jersey.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

#### **E. Revolution and the New Nation (1754-1820)**

Students will:

6.4.E.1. Discuss the social, political, and religious aspects of the American Revolution, including key decisions leading to the Revolution, efforts by Parliament and the colonies to prevent revolution, the ideas of different religious denominations, and the economic and social differences of Loyalists, Patriots, and those who remained neutral.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Identify the major religious denominational influences on the ideas and actions of the American Revolution.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.4.E.5. Analyze New Jersey's role in the American Revolution, including New Jersey's Constitution of 1776 as a revolutionary document, why some New Jerseyans became Loyalists, and the Battles of Trenton, Princeton, and Monmouth.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Create a PowerPoint presentation detailing the role of New Jersey during the American Revolution.

SUGGESTED RESOURCES:

1. Internet
2. Newspapers
3. Periodicals

6.4. E.6. Compare and contrast the major philosophical and historical influences on the development of the Constitution (e.g., Washington's Farewell Address (1796), Locke's Second Treatise, the ideas of Alexander Hamilton, James Madison, Thomas Jefferson, and William Paterson).

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Analyze the philosophies of Locke, Hobbes, Rousseau, and Montesquieu identifying the principals embodied in the United States Constitution.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals
5. The Constitution

6.4.E.7. Describe the early evolution of the system of government and political parties in the United States (e.g., presidential elections of 1792, 1796, 1800).

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Create a chart of the early presidential elections identifying the candidate, the political parties, the key issues of each candidate, and the results of the elections.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.4.E.8. Discuss the implementation of the federal government under the United States Constitution during the presidency of George Washington.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Research and write a report about the first presidency of George Washington that details his choice of cabinet members and the policies and regulations that he enacted as president.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.4.E.9. Describe the origin and development of the political parties, the Federalists, and the Democratic Republicans (1793-1801).

SUGGESTED ACTIVITES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Create a PowerPoint presentation that details the origin of the early political parties of the Federalists and the Democratic Republicans

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

### **F. Expansion and Reform (1801-1861)**

Students will:

6.4.F.3. Analyze the political, economic, and social changes in New Jersey prior to the Civil War, including the growth of New Jersey's cities, New Jersey's 1844 Constitution, the early stages of industrialization, including Alexander Hamilton and the Society for the Establishment of Useful Manufacturing, and the political and economic implications of the transportation monopolies.

SUGGESTED ACTIVITES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Research and write an essay that compares Alexander Hamilton vision for the United States in his Society for the Establishment of Useful Manufacturing with the vision of Thomas Jefferson for the United States to become a society of agrarian farmers.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

### **G. Civil War and Reconstruction (1850-1877)**

Students will:

6.4.G.2. Assess the continuing social and political issues following the Civil War, including the various Reconstruction plans, the amendments to the United States Constitution, and the women's suffrage movement.

SUGGESTED ACTIVITES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Create a comparison chart of the Reconstruction plans for the south of Lincoln, Johnson, and the Radical Republicans after the Civil War.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.4. G.3. Describe New Jersey's role in the post-Civil War era, including New Jersey's votes on the 13th, 14th, and 15th amendments to the United States Constitution.

SUGGESTED ACTIVITES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Research and write a report about New Jersey's votes on the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals
5. The Constitution

## **H. The Industrial Revolution (1870-1900)**

Students will:

6.4.H.3. Analyze social and political trends in post Reconstruction America, including immigration restrictions, Jim Crow Laws and racial segregation, the rise of extra legal organizations such as the Ku Klux Klan, and the Plessy v. Ferguson decision.

SUGGESTED ACTIVITES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Create a timeline of the major segregation events that occurred post Reconstruction America until the end of the 1950s.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

## **I. The Emergence of Modern America (1890-1930)**

Students will:

6.4.I.1. Analyze the Roosevelt Corollary to the Monroe Doctrine (1904) and explain how it modified the Monroe Doctrine (1823), justifying a new direction in United States foreign policy.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Debate whether the Monroe Doctrine or the Roosevelt Corollary had a greater impact of foreign policy issues.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.4.I.10. Discuss the creation of social, labor, political, and economic advocacy organizations and institutions, including the National Association for the Advancement of Colored People (NAACP), the AFL/CIO and other labor organizations, and the Women's Christian Temperance Union (WCTU).

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Create a timeline of the major events of the National Association for the Advancement of Colored People (NAACP) from its beginning to current day.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

## **J. The Great Depression and World War II (1929-1945)**

**Students will:**

6.4.J.2. Describe how the Great Depression and the New Deal of Franklin D. Roosevelt transformed America, including the growth of the federal government, the rise of the Welfare State, and industrial unionism.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Create a PowerPoint presentation that identifies and evaluates the alphabet agencies that were created by the New Deal under the leadership of President Franklin D. Roosevelt.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.4.J.6. Describe the political background leading to American involvement in World War II, the course of the war in Europe and Asia, the mobilization of women and African Americans into the military and related industries, the segregated military, the use of the Atom Bomb, and the founding of the United Nations.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Create a timeline of the political events that occurred and led to the American involvement in World War II.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

**K. Postwar Years (1945-1970s)**

**Students will:**

6.4.K.3. Interpret political trends in post-war New Jersey, including the New Jersey State Constitution of 1947, the impact of legal cases such as *Hedgepeth and Williams v. Trenton Board of Education* on the banning of segregation in the schools under the new

State Constitution, the development and impact of New Jersey's Law Against Discrimination (P.L. 1945, c.169), and the shift of political power from rural and urban areas to the suburbs.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Compare and contrast the school segregation cases of New Jersey case *Hedgepeth and Williams v. Trenton Board of Education* and Supreme Court case *Brown v. Board*.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.4.K.4. Analyze United States foreign policy during the Cold War period, including US/USSR relations, United States reaction to the Soviet subjugation of Eastern Europe, the Truman Doctrine, the Marshall Plan, the Korean and Vietnam Wars, and relations with China.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. In small groups, create a presentation that details major Cold War events that demonstrates the tensions between the U.S.S.R. and the U.S. after the end of World War II until the early 1990s.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.4.K.5. Analyze political trends in post war America, including major United States Supreme Court decisions and the administrations of Harry Truman, Dwight D. Eisenhower, John F. Kennedy, and Lyndon B. Johnson.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Create a chart that details the major Supreme Court decisions during the administrations presidents Truman, Eisenhower, Kennedy and Johnson.

**SUGGESTED RESOURCES:**

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

**L. Contemporary America (1968-present)**

**Students will:**

6.4.L.2. Investigate the economic and social patterns in contemporary New Jersey, including shifts in immigration patterns, urban decline and renewal, important New Jersey Supreme Court rulings (e.g., Mount Laurel decision), and the issue of preserving open space.

**SUGGESTED ACTIVITES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:**

1. Invite local county representative to discuss the importance of protecting and preserving open space in Sussex County.

**SUGGESTED RESOURCES:**

1. Board of Freeholders or State Representative or Senator

6.4.L.4. Analyze United States domestic policies, including the civil rights movement, affirmative action, the labor and women’s movements, conservatism vs. liberalism, the post-industrial economy, free trade, and international trade agreements such as the North American Free Trade Agreement (NAFTA) and General Agreement on Tariffs and Trade (GATT).

**SUGGESTED ACTIVITES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:**

1. Debate the need for affirmative action policies in America today.

**SUGGESTED RESOURCES:**

1. Internet
2. Encyclopedias
3. Newspapers

#### 4. Periodicals

6.4.L.5. Compare and contrast key events and people associated with foreign policy, including the fall of communism and the Soviet Union and the end of the Cold War, the Cuban Missile Crisis, United States involvement in Haiti, Somalia, Bosnia, Herzegovina, and Kosovo, the Iran Hostage Crisis, and the war on terrorism.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Research and write a paper about the key events that started the fall of communism.

SUGGESTED RESOURCES:

1. Internet
2. Newspapers
3. Periodicals

6.4.L.7. Discuss major contemporary social issues, such as the evolution of governmental rights for individuals with disabilities, multiculturalism, bilingual education, gay rights, free expression in the media, and the modern feminist movement.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Debate the legality of gay marriage in the United States.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

#### **A. Economic Literacy**

Students will:

6.5.A.6. Analyze federal and state budgets, and discuss the proportional share of government spending to major elements such as education, social programs, public safety, military, foreign aid, and welfare.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Using Microsoft Excel, create pie charts that demonstrate the proportion share of government spending for both federal and state budgets. Analyze the information and compare the priorities in spending for each.

**SUGGESTED RESOURCES:**

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals
5. United States Federal Budget
6. New Jersey State Budget

6.5.A.8. Define basic terms associated with international trade such as imports, exports, quotas, embargoes, tariffs, and free trade.

**SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:**

1. Create a graphic organizer that defines terms associated with international trade.

**SUGGESTED RESOURCES:**

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

**B. Economics and Society**

**Students will:**

6.5.B.1. Compare and contrast the roles of the United States government and the private sector in the United States economy (e.g., Federal Reserve System, United States Mint, Stock Exchange).

**SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:**

1. In small groups, create a presentation that details the relationship between the United States government and the private sector in the Federal Reserve System, United States Mint and the Stock Exchange.

**SUGGESTED RESOURCES:**

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.5.B.5. Analyze the importance of economic issues to politics and be able to distinguish the economic views of different political parties.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Create a chart that compares and contrasts the political parties' views on taxation, both for individuals and corporations.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.B.B.6. Analyze the connections and potential effects of the widening gap between the rich and the poor in the United States, the decline in labor union membership since 1950, rapidly advancing technology, globalization, and problems of public schools.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Using Microsoft Excel, create bar graphs that demonstrate the decline in labor union membership every decade since 1950. Using this information, discuss the changes in working conditions and wages for American workers.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

## **A. The World in Spatial Terms**

**Students will:**

6.6. A.5. Apply spatial thinking to understand the interrelationship of history, geography economics, and the environment, including domestic and international migrations,

changing environmental preferences and settlement patterns, and frictions between population groups.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Identify push and pull factors that caused major migration and immigration patterns in the United States.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

### **C. Physical Systems**

**Students will:**

6.6.C.2. Analyze the effects of both physical and human changes in ecosystems, such as acid rain, ozone layer, carbon-dioxide levels, and clean water issues.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Identify the efforts and policies made the United States government to combat negative changes to its ecosystems, such as acid rain and carbon-dioxide levels.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

### **D. Human Systems**

**Students will:**

6.6.D.1. Analyze the impact of human migration on physical and human systems.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. In small groups, research an urban area and create a presentation about its development, changes in population demographics, and decline if applicable.

**SUGGESTED RESOURCES:**

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

6.6.D.5. Analyze how cooperation and conflict influence the control of economic, political, and social entities on Earth.

**SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:**

1. Identify and evaluate world agencies that work to improve the economic, political, and social conditions in the world such as the World Bank, the United Nations and Amnesty International.

**SUGGESTED RESOURCES:**

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

**E. Environment and Society**

Students will:

6.6.E.4. Compare and contrast the historical movement patterns of people and goods in the world, United States, and New Jersey and analyze the basis for increasing global interdependence.

**SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:**

6.6.E.5. Evaluate policies and programs related to the use of local, national and global resources.

**SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:**

1. Debate the idea of supporting or opposing the North American Free Trade Agreement (NAFTA).

**SUGGESTED RESOURCES:**

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals
5. The North American Free Trade Agreement

**A. Basic Computer Skills and Tools**

Students will:

8.1.A.1. Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print

**SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:**

1. Create a PowerPoint presentation about the various types of government structures in the world.

**SUGGESTED RESOURCES:**

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

8.1. A.5. Produce a multimedia project using text, graphics, moving images, and sound.

**SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:**

1. Create a PowerPoint presentation about the different political ideologies in the world including democratic and non-democratic countries.

**SUGGESTED RESOURCES:**

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

**B. Application of Productivity Tools**

8.1. B.7. Evaluate information sources for accuracy, relevance, and appropriateness.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Using various websites, research and write a report that accurately details the differences between the major political parties.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

8.1.B.12. Integrate new information into an existing knowledge base and communicate the results in a project or presentation

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. In small groups, students will create a presentation that reflects the results of the past four presidential elections.

SUGGESTED RESOURCES:

1. Internet
2. Encyclopedias
3. Newspapers
4. Periodicals

Students will:

#### **A. Nature and Impact of Technology**

8.2. A.3. Provide various examples of how technological developments have shaped human history.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Compare and contrast major past technological developments in the past 100 years

SUGGESTED RESOURCES:

1. Internet

2. Encyclopedias
3. Newspapers
4. Periodicals

**INSTRUCTIONAL STRATEGIES:**

Research Reports/ Essays  
PowerPoint Presentations  
Microsoft Excel Charts and Graphs  
Debate  
Discussion  
Cooperative Group Learning  
Maps  
Lectures  
Simulations/ Role Playing

**EVALUATION/ASSESSMENT OF STUDENTS:**

Reports/ Essays  
PowerPoint Presentations  
Microsoft Excel Charts and Graphs  
Debate  
Discussion  
Cooperative Group Learning  
Maps  
Test  
Quiz

**EVALUATION/ASSESSMENT OF CURRICULUM:**

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition this course of study will be reviewed according the Five-Year Curriculum Review schedule.

