

MIDDLETOWN TOWNSHIP PUBLIC SCHOOLS

Recent American History - Grades 11-12/Semester Course

Written October 2021 - February 2022
Adopted by the Board of Education on June 14, 2022

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**MIDDLETOWN TOWNSHIP BOARD OF EDUCATION
EQUAL OPPORTUNITY POLICIES**

The Middletown Township Board of Education affirms its responsibilities to ensure all students in the public schools of this township equal educational opportunity regardless of race, color, creed, religion, sex, ancestry, national origin or social or economic status. Lack of English language skills will not be a deterrent to admission to any program. No otherwise qualified handicapped individuals shall solely by reason of their handicap be denied the benefits of or subjected to discrimination in any activity.

The school system's Affirmative Action Plans for School/Classroom Practices are on file in the Superintendent's office.

AFFIRMATIVE ACTION GRIEVANCE PROCEDURE

The Board of Education has established a procedure for staff, students or parents on a student's behalf to follow in filing a complaint dealing with alleged violation, misinterpretation or inequitable application of the policies and practices of the school district relative to provisions of Federal and State anti-discrimination legislation. Details of the grievance procedures are included in the school district's policy manual under Policy #2260.

The Building Principal or designee serves as the first step of this grievance procedure.

The District Affirmative Action Officer is:

Charlene O'Hagan, District Director of Human Resources and Instruction
Middletown Township Board of Education
August T. Miner Administrative Offices
834 Leonardville Road, 2nd Floor
Middletown, New Jersey 07737
(732) 671-3850

The District 504 Compliance Officer is:

Michele Tiedemann, District Director of Special Education
Middletown Township Board of Education
August T. Miner Administrative Offices
834 Leonardville Road, 2nd Floor
Middletown, New Jersey 07737

(732) 671-3850

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DISTRICT PHILOSOPHY OF INSTRUCTION

In order to prepare our students for the ever-increasing demand for a literate, technology-oriented workforce, Middletown Township Public School District embraces an instructional philosophy that is student-centered, inquiry-based, and that differentiates instruction based on students' individual abilities.

Teachers, as facilitators of lifelong learning, challenge students by providing an environment in which the students become active participants engaged in working together on projects and in solving problems that involve or simulate authentic data and events.

Students learn to value a variety of different approaches and are taught to take responsibility for their own meaningful learning as they become more adept at communicating their reasoning and in asking questions to help clarify their thinking and that of their classmates.

COURSE PHILOSOPHY

The Recent American History course in the Middletown Township public schools aims to expand student knowledge in preparation for college, career, and active citizenship through the development of recent events in American history coupled with 21st-century skills. Students will study United States contemporary history using a wide variety of print and digital media to build content knowledge vital to their relevant and active participation in their local, state, national, and global communities. Additionally, students will have the opportunity to develop skills key to success in the 21st century through collaborative work, active discussion, asking questions, effective communication, inquiry, and creativity. The implementation of a student-centered approach to contemporary history through a wide variety of learning experiences for students, successful completion of the Recent American History course will be a key step in preparing students for their pursuits post-high school and ultimately developing the students into more socially aware citizens who possess greater social competency.

INTRODUCTION

The goal of the New Jersey Student Learning Standards is to provide consistent standards and prepare students for college and careers, so that when they graduate they will have met benchmarks that will allow them to succeed in college or the 21st-century workforce regardless of where in the state they have lived. The curriculum is aligned to the New Jersey Student Learning Model Curriculum Framework developed by the New Jersey Department of Education to guide districts as they develop their curriculum and will support the work of teachers and promote student achievement.

Please note that each box will expand as you begin to type. Also the template is formatted to include a header and page numbers.

New Jersey Student Learning Standards	21st Century Themes
NJSLS that apply to the course https://www.state.nj.us/education/cccs/	Summary of NJDOE 21 st Century Themes https://www.state.nj.us/education/aps/cccs/career/

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Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLs, according to N.J.A.C. 6A:8-2.

- 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.**
- 2. District boards of education shall integrate into the curriculum 21st century themes and skills [\(N.J.A.C. 6A:8-3.1\(c\)\).](#)**

Twenty-first-century themes and skills are integrated into all content standards areas [\(N.J.A.C. 6A:8-1.1\(a\)3\).](#)

“Twenty-first-century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

[Asian Americans and Pacific Islanders Law: S 4021](#)

This bill requires a board of education to include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district’s implementation of the New Jersey Student Learning Standards in Social Studies. The bill would also require a board of education to have policies and procedures in place pertaining to the selection of instructional materials that comply with the provisions of this bill. In adopting materials for use in the school district, a board of education would be required to adopt inclusive instructional materials that portray the cultural and economic diversity of Asian Americans and Pacific Islanders.

[Amistad Law: N.J.S.A. 18A 52:16A-88](#)

Every board of education shall incorporate the information regarding the contributions of African- Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

[Holocaust Law: N.J.S.A. 18A:35-28](#)

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

[LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35](#)

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards [\(N.J.S.A.18A:35-4.36\)](#) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

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The Recent American History course in the Middletown Township public schools aims to expand student knowledge in preparation for college, career, and active citizenship through the development of recent American history content knowledge coupled with 21st-century skills. Students will experience explore the evolution of current events in History and how they began. Students will study United States contemporary history using a wide variety of print and digital media to build content knowledge vital to their active participation in their local, state, national, and global communities. Additionally, students will have the opportunity to develop skills key to success in the 21st century through collaborative work, active discussion, asking questions, effective communication, inquiry, and creativity. Through those modes, the students will also foster a greater social competency by exploring themes and content with inclusivity of others specifically how those groups played a pivotal role in the recent history of the United States. The implementation of a student-centered approach to contemporary history through a wide variety of learning experiences for all students, successful completion of the Recent American History course will be integral in preparing students for their pursuits after high school and gaining an appreciation for American culture.

The recommended activities section on the following pages includes activities for the purpose of differentiating instruction to meet the needs of special education students, English language learners, students at risk of school failure, and gifted students. The following are suggested modifications for teachers to use in each unit as appropriate:

- Structure lessons around questions that are authentic, relate to students' interests, social/family background, and knowledge of their community.
- Provide students with choices including multiple options for how they can represent their understandings (e.g., conversations via digital tools such as SKYPE, experts from the community helping with a project, journal articles, biographies, multisensory techniques --auditory/visual aids: pictures, illustrations, graphs, charts, data tables, multimedia, modeling; etc.).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings. (Science specific)
- Use project-based learning to help students engage with content in an authentic way.
- Structure learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.

The district's expectation is for **ALL** teachers planning instruction for students with IEP's to thoroughly read and implement modifications and accommodations accordingly and consult with co-teacher.

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ADOPTED TEXTBOOK/PROGRAM and RESOURCES

Resources will be drawn from the previously adopted US History textbook/e-book, Houghton Mifflin Harcourt Publishing Company (2018). *American History*.

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Recommended Time Frame and Sequence (including Quarterly Assessments)

<u>Unit Focus</u>	<u>Suggested Time Frame</u>
Unit 1 - 1960's Unit 2 - 1970's - Nixon, Ford, and Carter Unit 3 - Reagan and the 1980's	First Semester
Unit 4 - Bush, Clinton, and the 1990s Unit 5 - 21st Century	Second Semester

- **Quarterly Exams**
 - **Quarterly 1 ([Decades Retrospective](#))**
 - **Quarterly 2 ([21st Century Yearbook](#))**

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Unit 1 - 1960s	Duration
Summary: Post World War II America was an era of formidable economic expansion, extreme social challenges, and a time for the opportunity pursuant of the American Dream. Returning servicemen and women were the impetus for developing suburban housing and the cultural developments that eventually defined American culture. International relations with nations that were at one time allies or adversaries were tested during the Cold War period, which pitted political ideologies between emerging industrial powers on the world stage. While these world powers tested each other's military strengths and weaknesses, its citizenry developed its own defining cultures through distinct societal choices. The 1960s was also a time of great social change. We saw the continued struggle for the equitable treatment of women, African Americans continuing their pursuit of equality, and the LGBTQ+ community asserting themselves in the pursuit of equal rights. Many current social movements have their roots in the 1960s.	2 Weeks - 4-5 Blocks

Enduring Understandings	Essential Questions
• The development of Popular Music and musical expression as a commentator and change agent in the social movements of the period was the culmination of various musical genres reflecting an original American musical art form are the ties that bind social discourse. • The medium of television and film reflects societal change and disillusionment through events of both a socio-economic and political nature. • Social injustice and infringement upon democratic principles can result in civil unrest and protest resulting in collective, organized, and vocal movements. • Musicians, artists, and authors' creative works can reflect the pulse of a nation and act as an impetus for social change. • The development of Popular Music and musical expression as a commentator and change agent in the social movements of the period was the culmination of various musical genres reflecting an original American musical art form are the ties that bind social discourse. • The medium of television and film reflects societal change and disillusionment through events of both a socio-economic and political nature. • Musicians, artists, and authors' creative works can reflect the pulse of a nation and act as an impetus for social change. • Throughout the 1960s and 70s, Americans became wary about the direction of the nation and began to lose trust in their government. • The emergence of the 'counterculture' in the 1960s challenged the traditional views of America.	• What is the common thread in the development of American popular music? • How do we trace the roots of American popular music and its influence on American and European societies? • When the affected citizens of a democratic society are challenged and their civil rights are denied, is there a connection between musical and political voices and the ways in which popular songs may help express the values of the movement? • What is the common thread in the development of American popular music? • Does popular culture reflect a social and political change or bring about change?

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NJSLS for Unit
6.1.12.EconNE.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people 6.1.12.HistoryCC.12.e: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War. 6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies. 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

Student Learning Outcomes	Student Learning Activities and Assessments Aligned to Student Learning Outcome(s)	Suggested Materials & Resources
- Review material on the Civil Rights Movement, the Space Race, Kennedy's Presidency, and the Vietnam War. - Analyze the various historical movements in the 1960s. - Compare popular culture from the 1960s to today. - Explain the messages conveyed through print and television advertisements in the 1960s. - Describe the counterculture movement that emerged as a reaction to the perceived issues of the 1950s and 1960s. - Analyze the counterculture lifestyle as described in primary sources about the Haight-Ashbury neighborhood.	- Current event discussion: articles highlighting the ongoing conflicts around the world based on political ideology, religion, and military expansion. - Compose a newflash briefing of the major events of the 1960s as a review of the material. (Amistad, Holocaust, LGBTQ) - Complete 1960s historical events research project analyzing events under the headings below (Amistad, Holocaust, LGBTQ): - Political - Economic - Religious/Cultural - Militaristic - Social - Create a Venn Diagram comparing depictions of groups (Amistad,	Primary Source Documents: - President Johnson's speeches about Vietnam - Rhetoric of dissenters of the War Film: - Levittown-Archetypical Suburban Development - Archival footage from RRAS curriculum resource-early pioneers of Blues/Jump Blues/Big Band, et al. - Ed Sullivan Variety Show - early rock and roll pioneers 1950s PBS documentary - CBS early news anchors documentary - Tom Brokaw - 1968 - Quiz Show - Platoon - CNN The Decades School Purchased Databases for Research

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7. Describe the contributions of various Civil Rights Movement leaders to the movement. 8. Synthesize the themes that are ever-present in the culture of America, specifically those related to the various minority groups.	Holocaust, LGBTQ) in society presently and during the 1960s by completing an advertisement analysis. • Compose journals representing thoughts and feelings about the counterculture. Make sure to represent all groups' perspectives. • Write and stage/film a news briefing interviewing a “person” from the 1960s. This can be a historical figure or an imaginary figure. • Create a “Day in the Life” representation of the counterculture lifestyle as described in primary sources about the Haight-Ashbury neighborhood. • Evaluate the contributions of various Civil Rights Movement leaders by using a “Report Card” format. • Evaluate the Presidencies discussed by using a “Report Card” format. The students should come up with criteria and eventually come up with a consensus on the final grade with justification.	• ABC-CLIO • Facts on File • Gale: Global Issues • Gale: Opposing Viewpoints • JSTOR • NEWSELA • Scholastic Upfront Technology Tools: The list of resources below is inclusive of relevant activities on each of the sites as of 2022, however, it is understood that each website is constantly updating its respective catalogs with additional resources over the course of the years this guide is active. • C-Span Classroom ○ Sample Resource ■ 1960 Presidential Election ■ Great Society Initiatives ■ 1968 in Images • The Avalon Project ○ Sample Resource ■ Inaugural Addresses of Presidents of the US • AllSides News ○ Sample Resource ■ Energy ■ Foreign Policy ■ Civil Rights • National Museum of American History ○ Sample Resource ■ 1970s Campaign Videos ■ LGBTQ History • PBS Learning Media ○ Sample Resource ■ Stonewall Riots
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		● National Constitution Center ● Anti-Defamation League ○ Sample Resource ■ Family and Educator Link ● The New York Times ○ Sample Resource ■ Site Map for Publication Years ● American Rhetoric ○ Sample Resource ■ LBJ We Shall Overcome Speech ■ Malcom X Ballot or Bullet Speech ■ Great New Speeches of the 21st Century ● TeachRock ○ Sample Resource ■ Segregation and Integration of Asbury Park ■ Songs That Define The Decade ■ The Music That Defined America ■ Teenage Rebellion - Rock and Roll ■ Birthplace of Hippie Culture ■ Stonewall Riots ■ History of Music Videos ● Our Documents; The National Archives ○ Sample Resource ■ Tonkin Gulf Resolution ■ Medicare and Medicaid ■ Voting Rights Act ● Journeys in Film ○ Sample Resource ■ Hidden Figures Viewing Guide ■ The Post Viewing Guide ● Teach.lgbt
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		○ Sample Resource ■ Civil Rights Movement
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Unit 2 - 1970s - Nixon, Ford, Carter	Duration
Summary: As the Cold War becomes a constant in the lives of Americans and the political ideology that divides the nations of the west and the east, hot wars erupt that change the course of U.S. history and the American citizenry's evolving culture. On the heels of the Korean War, the Cuban Missile Crisis, and the downing of the U.S. U-2 spy plane over the Soviet Union, the United States finds itself involved in Vietnam and questioning the depth and the decision-making in which our nation becomes involved. The nation finds itself involved in another war, where American lives are sacrificed, while at the same time, the citizenry erupts in protest on an ideological and humanitarian level. Amid the beginnings of a new conservative movement and a bent toward conformity, the silent majority questions its leadership in the form of social protest, which further defines the developing American culture and its ever-changing views on morals, economics, education, entertainment, and the vessels by which these attitudes are delivered. The business of entertainment develops and influences American culture and values as government programs and decisions become readily available via mass media.	5 weeks - 12-14 blocks

Enduring Understandings	Essential Questions
● Some historical events have a bigger impact on the course of history than others. ● Throughout the 1960s and 70s, Americans became wary about the direction of the nation and began to lose trust in their government. ● There are varying perspectives on the meaning of historical events. ● Diplomatic relationships change and at times, wartime allies can separate due to political and economic ideology. ● Beneath the prosperity of the last decades of the end of the 20th century, inequities persisted. ● Social injustice and infringement upon democratic principles can result in civil unrest and protest, resulting in collective, organized, and vocal movements.	● How do the decisions a president makes while in office have a lasting impact on our country and foreign policy? ● How does media coverage affect events? ● Is secrecy more important than the public's right to know in implementing foreign policy? ● Should a president be permitted to conduct a covert foreign policy? ● How did the withdrawal from Vietnam impact the Nixon administration? ● How did Nixon's administration and Watergate affect the government and the people of the United States? ● How has the role of modern media shaped our opinions of human

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• Equal rights for all citizens remains a constant battle for members of industrialized nations. • The issues a society faces are a reflection of its history. • The values and culture of society changed throughout history. • Musicians, artists, and authors' creative works can reflect the pulse of a nation and act as an impetus for social change.	events? • How do our interpretations of past events inform our understanding of cause and effect, continuity, and change, and how do they influence our beliefs and decisions about current public policy issues? • How did Nixon's administration and Watergate affect the government and the people of the United States? • Why is diplomacy a rational alternative to war? • Does popular culture reflect a social and political change or bring about change? • What unintended impact did the protests of the era have on many in mainstream America? • How does media coverage affect events? • To what extent was the decade of the 1950s an era of conformity and consensus, and what influence did this have on the following decades? • To what extent did the decades of the 1960s and 1970s reflect an upheaval in American society? • To what extent was the decade of the 1950s an era of conformity and consensus, and what influence did this have on the following decades? • To what extent did the decades of the 1960s and 1970s reflect an upheaval in American society?
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NJSLs for Unit

6.1.12.HistoryCC.14.c: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East

6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal

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opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).

6.1.12.HistoryCC.13.d: Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

Student Learning Outcomes	Student Learning Activities and Assessments Aligned to Student Learning Outcome(s)	Suggested Materials & Resources
- Describe the major domestic and foreign policies and events of Nixon's presidency. - Analyze the causes and effects of the creation of OPEC. - Analyze the reasons for and the impact of the release of the Pentagon Papers. - Compare the release of the Pentagon Papers with modern information leaks. - Analyze the role journalism plays in government. - Evaluate the similarities between the Vietnam War and the War in Afghanistan, focusing specifically on the end of the conflicts. - Describe the events that led to the Watergate break-in and the ensuing investigation. - Analyze the power of the president and their responsibility to act within the confines of the law. - Describe the events that led to the Watergate break-in and the ensuing	- Current event discussion: articles highlighting the ongoing conflicts around the world based on political ideology, religion, and military expansion. - Compose a Report Card on the presidencies of LBJ, Nixon, Ford, and Carter - Research OPEC and the oil crisis of the 1970s and relate it to an issue surrounding it today. - Host a Pro and CON debate on OPEC - Host a Socratic Seminar discussing the role of the media in society in the 1970s - Ford's Pardon of Nixon Compose an Op-Ed for a newspaper - Presentation on the Cold War leadership of the United States. Based on the lessons and film students will examine and present the issues surrounding strategic Offensive warheads on alert to be launched by the decision of a human being. - Guide students through Vietnam War Draft simulation by birth date. Moral dilemma panel- Draft of Conscientious Objector status. - Research Vietnam Era songs of protest to the Billboard Top 100 Music Charts.	Primary Source Documents: - Nixon resignation speech - Ford pardoning Nixon speech - Pentagon Papers Film: - Pump (Documentary) - The Post - Frost/Nixon - Bridge of Spies - CNN The Decades - Fog of War - Born on the 4th of July - Platoon - The Golden Girls (S5 E19) "72 Hours" Databases for Research - ABC-CLIO - Facts on File - Gale: Global Issues - Gale: Opposing Viewpoints - JSTOR Technology Tools:

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investigation. 10. Analyze the power of the president and their responsibility to act within the confines of the law. 11. Assess the role of the media in portraying historical events accurately and fairly and shaping public opinion. 12. Analyze the decision of President Ford to pardon President Nixon. 13. Describe the major events of the Carter presidency. 14. Analyze the reasons for and success of foreign policy decisions during the Carter administration. 15. Describe the major social issues of the 1970s for different groups of Americans. 16. Assess how well these issues were addressed in the 1970s. 17. Analyze the circumstances that led to the rise in serial killers and cults in the 1970s. 18. Describe the culture of the 1970s in terms of music, dress, dance, and pop culture. 19. Analyze and describe the highlights of the 1970s, including government, society and culture, economics, the environment, and technology and innovation. 20. Synthesize the themes that are ever-present in the culture of America, specifically those related to the various minority groups.	● Examination of America's "First TV War." Role of the war correspondent and censorship. ● Hollywood v. Documentary depictions of the Vietnam War. ● Students will present a comparative analysis of fact and fiction from the viewpoint of a Vietnam veteran. ● Field Trip: Vietnam War Memorial- Holmdel, NJ. ● Current event discussion: articles highlighting the ongoing conflicts around the world based on political ideology, religion, and military expansion. ● Host a Studio 54 Party ● Watch news coverage of the Watergate Scandal and create a presentation on the idea whether, "If the President does it, it's not a crime." as Nixon said. ● Present on 1970's monumental achievements. ● Compose a 1970's Serial Killer Presentation ● Create an imaginary first-hand account of the Camp David Accords ● Evaluate the contributions of various Civil Rights Movement leaders by using a "Report Card" format. ● Evaluate the Presidencies discussed by using a "Report Card" format. The students should come up with criteria and eventually come up with a consensus on the final grade with justification.	The list of resources below is inclusive of relevant activities on each of the sites as of 2022, however, it is understood that each website is constantly updating its respective catalogs with additional resources over the course of the years this guide is active. ● C-Span Classroom ○ Sample Resource ■ Watergate Scandal ● The Avalon Project ○ Sample Resource ■ Camp David Accords ■ War Powers Resolution ■ Equal Pay Act ■ Inaugural Addresses of Presidents of the US ● The History Channel ○ Sample Resource ■ Iran-Hostage Crisis ■ 1970s Energy Crisis ■ Three Mile Island ● AllSides News ○ Sample Resource ■ Energy ■ Foreign Policy ■ Civil Rights ● National Museum of American History ○ Sample Resource ■ 1970s Campaign Videos ■ LGBTQ History ● PBS Learning Media
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		○ Sample Resource ■ The Oil Crisis ■ The Pentagon Papers ■ Equal Rights Amendment ● National Constitution Center ○ Sample Resource ■ Nixon Pardon ● Anti-Defamation League ○ Sample Resource ■ Family and Educator Link ● The New York Times ○ Sample Resource ■ Site Map for Publication Years ● American Rhetoric ○ Sample Resource ■ Nixon's Checkers Speech ● Global Oneness Project ○ Sample Resource ■ Today's Native America ● GLSEN ○ Sample Resource ■ GLSEN's LGBTQ History Timeline ○ Sample Resource ■ GLSEN's LGBTQ History ● TeachRock ○ Sample Resource ■ The Rise of Disco ■ Veteran's Soundtrack
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		■ to the Vietnam War ■ Musical Reactions to the Vietnam War ● Our Documents; The National Archives ○ Sample Resource ■ Pentagon Papers ● Journeys in Film ○ Sample Resource ■ The Post Viewing Guide ● Teach.lgbt ○ Sample Resource ■ Civil Rights Movement ■ Anti-LGBT Violence ● Library of Congress ○ Sample Resource ■ US Newspapers ■ Veteran's History Project
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Unit 3 - Reagan and the 1980s	Duration
Summary: The election of 1980 was impacted by several events stemming from the Nixon, Ford, and Carter years. Since Watergate, the country had a sense of distrust with our government. The citizens of America yearned for conservative values, which Ronald Reagan epitomized. His agenda to return to simpler times domestically and his promise to end the Cold War won the votes necessary to change the course of history domestically and internationally. The 1980s was also a pop culture phenomenon. We saw the emergence of cable television that revolutionized music, MTV. The AIDS crisis of the 1980s was a pivotal moment in the LGBTQ+ movement, as it brought to light a minority group who was outwardly mistreated by the federal government on the basis of prejudice.	3 weeks - 8-9 blocks

Enduring Understandings	Essential Questions
- Conservative economic policies of the 1980s focused on reductions in entitlements and increased defense spending. - Reagan's foreign policy regarding the spread of communism led to several negative events, but ultimately the end of the USSR. - Reagan's foreign policy, based upon increasing the United States military strength, helped to eventually lessen tensions of the Cold War. - The need for commodities and the emergence of Islamist theocracies increased American involvement in the affairs of the Middle East.	- Did the policies of the Reagan administration strengthen or weaken the United States? - What is the best way to fix a faltering economy? - Should a president be permitted to conduct a covert foreign policy? - Should human rights and morality be the cornerstones of US foreign policy? Or: Should the United States be concerned with human rights violations in other nations? - How does the American involvement in foreign scandals reflect the continuation of American imperialism? - Was President Reagan responsible for the collapse of the Soviet Union and the end of the Cold War? - Did the United States win the Cold War? - Are peace and stability in the Middle East vital to the United States' economy and national security?

NJSLS for Unit
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 6.1.12.EconNE.14.a: Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e. interest rates) policies. 6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget. 6.1.12.HistoryCC.15.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy. 6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of

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Human Rights, United Nations Sustainability Goals) and other international organizations.

6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.

6.1.12.CivicsPR.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.

6.1.12.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.

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.

6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

Student Learning Outcomes	Student Learning Activities and Assessments Aligned to Student Learning Outcome(s)	Suggested Materials & Resources
1. Evaluate different ways to address a faltering economy. 2. Analyze the benefits and drawbacks of different economic choices by the federal government. 3. Explain the paradox of Reagan desiring to spread American ideals while supporting dictators in Latin America using specific examples. 4. Describe how the Iran-Contra scandal exposed issues between the legislative and executive branches. 5. Explain how American	• Current event discussion: articles highlighting the ongoing conflicts around the world based on social movements and political/economic ideology. • Guide students in a discussion about Reagan's election platform. Have students research the major elements of Reagan's agenda. In small groups, students take the role of moderators and develop questions for a presidential debate between Reagan and Carter. • Distribute a copy of the educational report, A Nation at Risk (1983). Together student pairs will dissect its contents to uncover the changes the Reagan administration had in regards to reform in education. They will	Primary Source Documents: • Excerpt from general N. Schwarzkopf's, The First Day of Desert Storm • Excerpt from T. Wolf's The Bonfire of the Vanities • Ryan White's AIDS Testimony • Reagan's Evil Empire Speech • Educational Report, A Nation at Risk • Elton John's letter to Ryan White Videos: • St. Elmo's Fire • The Big Chill • Wall Street • Philadelphia • The Challenger Disaster • Live from Baghdad

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involvement in foreign scandals reflects the continuation of American imperialism. 6. Explain the paradox of Reagan desiring to spread American ideals while supporting dictators in Latin America using specific examples. 7. Describe how the Iran-Contra scandal exposed issues between the legislative and executive branches. 8. Describe how and why tensions between the USSR and US changed during the course of the Reagan Administration. 9. Analyze the role the United States played in helping the Afghans defeat the Soviet Union. 10. Synthesize the themes that are ever-present in the culture of America, specifically those related to the various minority groups.	investigate how these proposals fared when it compares the US educational system with the rest of the world. Students will create their own video similar to Shift Happens to express their concerns to our next President. • Names Project-Provide students the background knowledge on HIV/ AIDS discrimination from the 1980s. • Explain the social death it brought. Share a list of famous figures who hid the disease and died from it. Each student will research one of the names and create a quilt in their honor to memorialize their life. • Assign student groups a member of the Supreme Court from the 1980s. Together they will research six court cases/verdicts handed down by their judge during the Reagan Era. They will examine how Reagan's appointments fared with the others when it came to topics of abortion, affirmative action, immigration, capital punishment, and random drug testing. Group presentations and reports will summarize their findings. • Evaluate the contributions of various Civil Rights Movement leaders by using a "Report Card" format. • Evaluate the Presidencies discussed by using a "Report Card" format. The students should come up with criteria and eventually come up with a consensus on the final grade with justification.	• Charlie Wilson's War • How to Survive a Plague Databases for Research • ABC-CLIO • Facts on File • Gale: Global Issues • Gale: Opposing Viewpoints • JSTOR Technology Tools: The list of resources below is inclusive of relevant activities on each of the sites as of 2022, however, it is understood that each website is constantly updating its respective catalogs with additional resources over the course of the years this guide is active. • C-Span Classroom ○ Sample Resource ■ Reagan - Tear Down This Wall Speech ■ Presidency of George H.W. Bush • The Avalon Project ○ Sample Resource ■ Inaugural Addresses of Presidents of the US • The History Channel ○ Sample Resource ■ AIDS Crisis ■ Challenger Explosion ■ Iran-Contra Affair ■ Central Park Five ■ Just Say No • AllSides News ○ Sample Resource ■ Energy ■ Foreign Policy
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		■ Civil Rights ● National Museum of American History ○ Sample Resource ■ LGBTQ History ● Anti-Defamation League ○ Sample Resource ■ Family and Educator Link ● The New York Times ○ Sample Resource ■ Site Map for Publication Years ● GLSEN ○ Sample Resource ■ GLSEN's LGBTQ History Timeline ■ GLSEN's LGBTQ History ● TeachRock ○ Sample Resource ■ Songs That Define The Decade ■ The Music That Defined America ■ Deadheads and Reagan's America ■ Reagan and the Cold War Music DBQ ■ History of Music Videos ● Teach.lgbt ○ Sample Resource ■ Anti-LGBT Violence ■ Pink Triangle AIDS Movement ● Library of Congress ○ Sample Resource ■ US Newspapers ■ Veteran's History Project
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Unit 4 - Bush, Clinton, and the 1990s	Duration
Summary: The United States emerged from the Cold War as the world's sole superpower, but the country encountered obstacles as it tried to find its place in the new world order. The 1990s brought prosperity as President Clinton's new technologies and leadership helped drive a decade of robust	3 weeks - 8-9 blocks

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economic growth and change in many aspects of American life. The 1990s were also a decade of societal change questioning the idea of “Family Values.” The relationship between men and women regarding sexual harassment was a social movement that began then and morphed into the “Me Too” movement of current times.

Enduring Understandings	Essential Questions
• The need for commodities and the emergence of Islamist theocracies increased American involvement in the affairs of the Middle East. • In the wake of the Cold War, globalization presented Americans with new challenges. • Beneath the prosperity of the last decades of the end of the 20th century, inequities persisted.	• Should the United States have fought a war against Iraq to liberate Kuwait? • Is it the responsibility of the United States today to be the world’s “policeman?” • Can global terrorism be stopped? • Should the federal surplus be used to repay the government’s debts or given back to the people in tax cuts? • Should Bill Clinton be considered an effective president? • Should a president be impeached for ethical lapses and moral improprieties? • Should the United States use military force to support democracy in Eastern Europe? In the Middle East? • Is it constitutional for the United States to fight preemptive wars? Was the United States justified to fight a war to remove Saddam Hussein from power?

NJSLs for Unit
6.1.12.EconNE.14.a: Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies. 6.1.12.HistoryCC.14.a: Develop an argument based on a variety of sources that compares George HW Bush’s Iraqi policy with George W. Bush’s. 6.1.12.HistoryCC.14.c: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials. 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. 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation

Student Learning Outcomes	Student Learning Activities and Assessments Aligned to Student Learning Outcome(s)	Suggested Materials & Resources
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1. Determine the issues of the 1992 presidential election. 2. Appraise Clinton's stand on domestic issues and the reason for the signing of the Brady bill. 3. Evaluate Clinton's approach to foreign policy issues. 4. Describe the Contract with America and its impact. 5. Debate the effects of the Republican control of Congress and Clinton's re-election. 6. Dissect the events that led to Clinton's impeachment. 7. Synthesize the themes that are ever-present in the culture of America, specifically those related to the various minority groups.	● Current event discussion: articles highlighting the ongoing conflicts around the world based on political ideology, religion, and military expansion. ● Prepare a file for President George H. W. Bush detailing the issues he is facing when changing hands from Reagan to him. ● Create a new report for a country at war describing the issues surrounding the Persian Gulf War. ● Create a memorial/museum for those who served in the Persian Gulf War. ● Watch the film Black Hawk Down and write a movie review. ● Research the controversies surrounding President Clinton's first election and discuss the idea of the culture of masculinity in politics at the time. ● Watch the film Primary Colors and write a movie review. ● Compose a position paper on whether Clarence Thomas should have been appointed to the Supreme Court. Compare this to the Me Too movement of the present day (At the time this was written). ● Watch news coverage of the Clinton Impeachment Trial and debate the validity of the charges. ● View news coverage of Monica Lewinsky and discuss how she may have been treated differently because of her age and gender. ● Evaluate the Hip-Hop/Rap culture that emerged during the 1990s. Choose an artist or a popular song and discuss its mass appeal. ● Evaluate the contributions of various Civil Rights Movement leaders by using a "Report Card" format.	Primary Source Documents: ● Newt Gingrich's Contract with America ● Bill Clinton's Apology to the Nation ● Excerpt from Clinton's, A Bridge to the Future ● Kenneth Starr Report ● Educational Report, Goals 2000 Videos: ● Primary Colors ● Black Hawk Down ● SICKO - Michael Moore ● Clips from the Anita Hill Trial ● Clips from the Clinton Impeachment Trial ● Monica Lewinsky's Ted Talk Databases for Research ● ABC-CLIO ● Facts on File ● Gale: Global Issues ● Gale: Opposing Viewpoints ● JSTOR Technology Tools: The list of resources below is inclusive of relevant activities on each of the sites as of 2022, however, it is understood that each website is constantly updating its respective catalogs with additional resources over the course of the years this guide is active. ● C-Span Classroom ○ Sample Resource ■ Don't Ask Don't Tell
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	● Evaluate the Presidencies discussed by using a “Report Card” format. The students should come up with criteria and eventually come up with a consensus on the final grade with justification.	■ Oklahoma City Bombing ● The Avalon Project ○ Sample Resource ■ Inaugural Addresses of Presidents of the US ● The History Channel ○ Sample Resource ■ Los Angeles Riots ■ Waco Siege ● AllSides News ○ Sample Resource ■ Energy ■ Foreign Policy ■ Civil Rights ● National Museum of American History ○ Sample Resource ■ LGBTQ History ● Anti-Defamation League ○ Sample Resource ■ Family and Educator Link ● The New York Times ○ Sample Resource ■ Site Map for Publication Years ● GLSEN ○ Sample Resource ■ GLSEN’s LGBTQ History Timeline ■ GLSEN’s LGBTQ History ● TeachRock
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		○ Sample Resource ■ Songs That Define The Decade ■ The Music That Defined America ■ Women's Rights and Music in the 1990s ● Journeys in Film ○ Sample Resource ■ LA92 Viewing Guide ● Teach.lgbt ○ Sample Resource ■ Anti-LGBT Violence ● Library of Congress ○ Sample Resource ■ US Newspapers
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Unit 5 - The 21st Century	Duration
Summary: America in the twenty-first century faces both challenges and opportunities. Changes in the economy have tied the country more closely to the rest of the world, bringing economic growth and competition. Technology accelerates these changes as innovations in computers, media, and the	2 weeks - 4-5 blocks

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Internet impact every facet of American life. The terrorist attacks of September 11, 2001, inaugurated a new era of domestic and foreign policy, raising questions about security and civil rights. In more recent times, advances have been made in the relations of the various minority groups with the election of the first African American President, first female Vice President, and the codification of Gay Marriage into law. However, with these advancements also came a time of upheaval concerning various racial, ethnic, gender, and sexual orientation groups.

Enduring Understandings	Essential Questions
● Citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good. ● Our interpretations of past events inform our understanding of cause and effect, continuity and change, and how they influence our beliefs and decisions about current public policy issues. ● The study of multiple perspectives, beliefs systems, and cultures provides a context for understanding and challenging public actions and decisions in a diverse and interdependent world. ● Foreign policy decisions in the wake of the September 11th attacks are driven by concerns about global and domestic security against terrorism as much as maintenance of our economic strength.	● How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? ● How do our interpretations of past events inform our understanding of cause and effect, continuity and change, and how do they influence our beliefs and decisions about current public policy issues? ● How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

NJSLs for Unit
6.1.12.GeoNE.14.a: Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession 6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. 6.1.12.HistoryCC.14.a: Develop an argument based on a variety of sources that compares George HW Bush's Iraqi policy with George W. Bush's. 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic, and political contributions of marginalized and underrepresented groups and/or individuals. 6.1.12.HistoryCC.14.b: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties. 6.1.12.HistoryCC.14.d: Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.

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6.1.12.HistoryCC.14.c: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials

6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.

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.

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.

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

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.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

6.1.12.HistoryCC.16.b: 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.

Student Learning Outcomes	Student Learning Activities and Assessments Aligned to Student Learning Outcome(s)	Suggested Materials & Resources
1. Analyze the election of George W. Bush in the Election of 2000. 2. Evaluate Bush's ambitious domestic agenda. 3. Analyze the attacks on the World Trade Center of 2001. 4. Diagnose the global war on terrorism. 5. Assess the Patriot Act and the establishment of the Department of Homeland Security. 6. Evaluate the domestic agenda of President Barack Obama in 2004/ 2008. 7. Summarize the causes and effects of the 2008 financial crisis and economic recession. 8. Explain the challenges faced by the Obama administration in fighting terrorism abroad within his second term.	● Current event discussion: articles highlighting the ongoing conflicts around the world based on political ideology, religion, and military expansion. ● Complete an investigative report about the election of 2000. ● Evaluate George W. Bush's domestic agenda through a class debate. ● Research the various events that lead up to the attacks on September 11, 2001, and consequently the events after. How has the world changed? ● Debate the provisions of the Patriot Act and the establishment of the Department of Homeland Security. ● Host a debate for the election of 2008. ● Compose journal entries memorializing those who were affected by the 2008 financial crisis. ● Predict the future of the United States in regards	Primary Source Documents: ● Educational Report, No Child Left Behind ● Bush's 9/11 Speech ● USA PATRIOT Act ● President Obama Inaugural Address Videos: ● Recount ● Oliver Stone's "W" ● Michael Scotti's Severe Clear ● 9/11 ● United 93 ● Zero Dark Thirty Databases for Research ● ABC-CLIO ● Facts on File

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9. Describe the goals of President Obama’s economic and healthcare policy. 10. Predict the future of the United States in regards to the economy, values, and political climate. 11. Synthesize the themes that are ever-present in the culture of America, specifically those related to the various minority groups.	to the economy, values, and political climate. ● Explore the country’s changing values as a whole based on the diversity present in the candidates (Women, African Americans, Latino Americans, LGBTQ Americans, etc.) in the elections of 2008, 2012, 2016, 2020, and beyond. ● Evaluate the contributions of various Civil Rights Movement leaders by using a “Report Card” format. ● Evaluate the Presidencies discussed by using a “Report Card” format. The students should come up with criteria and eventually come up with a consensus on the final grade with justification.	● Gale: Global Issues ● Gale: Opposing Viewpoints ● JSTOR Technology Tools: The list of resources below is inclusive of relevant activities on each of the sites as of 2022, however, it is understood that each website is constantly updating its respective catalogs with additional resources over the course of the years this guide is active. ● C-Span Classroom ○ Sample Resource ■ 2000 Election ■ Reflections of September 11 ● The Avalon Project ○ Sample Resource ■ Inaugural Addresses of Presidents of the US ● AllSides News ○ Sample Resource ■ Energy ■ Foreign Policy ■ Civil Rights ● PBS Learning Media ○ Sample Resource ■ 9/11 and ■ Islamophobia ● Anti-Defamation League ○ Sample Resource ■ Family and Educator Link ● The New York Times
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		○ Sample Resource ■ Site Map for Publication Years ● American Rhetoric ○ Sample Resource ■ 9/11 Speeches ■ Great New Speeches of the 21st Century ● Global Oneness Project ○ Sample Resource ■ Today's Native America ■ Clean Water and the Fall of Flint ● GLSEN ○ Sample Resource ■ GLSEN's LGBTQ History Timeline ■ GLSEN's LGBTQ History ● TeachRock ○ Sample Resource ■ History of Music Videos ■ 9/11 Country Music Responds ■ Songs from the War on Terror ■ Musicians and Climate Activism ● Teach.lgbt ○ Sample Resource ■ Anti-LGBT Violence
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Modifications (ML, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ML

- Use visuals
- Introduce key vocabulary before lesson
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or e-books
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / anchor charts

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Provide anchor charts with high frequency words and phonemic patterns