

COURSE	MP1 Units	MP2 Units	MP3 Units	MP4 Units
CP US History II	1, 2, 3	3, 4, 5	5, 6, 7	8, 9, 10

<i>Unit</i>	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<i>Assessment</i>
<b>#1 Progressive Era</b>	<ol style="list-style-type: none"> <li>How can individuals make a difference?</li> <li>How much responsibility does the government have to protect its citizens from the dangers of society?</li> <li>What are the core beliefs of a Progressive?</li> <li>What are the unintended consequences of progress?</li> <li>What drives people to organize and work for change in their society &amp; government?</li> <li>What methods can be used to create change in society and which are most/least effective?</li> </ol>	<ul style="list-style-type: none"> <li>What factors led the Progressives to organize to work for change, what groups formed, and the different methods that they used.</li> <li>How the Progressive reform movement affected people's lives and society as a whole in the changes made and laws passed as well as its influence on national politics.</li> </ul> <p><u>Essential Vocabulary:</u> Muckraker, progress, New Nationalism/Square Deal, New Freedom, Const. Amendments (16, 17, 18, 19), suffrage, Americanization, referendum, recall, initiative, Settlement House, Prohibition/Temperance</p>	<ul style="list-style-type: none"> <li>Identify problems in American society during the Progressive Era</li> <li>Explain how laws passed during the time period (changes) were a result of historical conflict and/or necessity</li> <li>Research information on the Progressive Presidents, use that info to persuade classmates, and evaluate the accomplishments each</li> <li>Identify, examine, and evaluate viewpoints on the role of government in society, specifically whether Progressive reforms went too far or not far enough</li> <li>Analyze a problem from today and create an action plan based on what they learned from the Progressive Era</li> </ul>	<p><u>Performance Task:</u></p> <ul style="list-style-type: none"> <li>"Modern Muckraker" – Action plan on issue from today w/ support from Progressive Era</li> <li>Progressive Era Museum Proposal- pitch a business proposal to get funding to create a Progressive Era Museum.</li> </ul> <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>Test/Quizzes on Vocabulary &amp; Major Content</li> <li>Blogs / Other Reactions &amp; Reflections</li> <li>In-class Discussion (partner/whole group)</li> <li>Textbook HW assignments</li> <li>Political cartoon analysis</li> </ul>
	<b>Standards</b>			<b>Resources</b>
	SOC.9-12.6.1.12.A.5.b	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.		
SOC.9-12.6.1.12.A.6.a	Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.			
SOC.9-12.6.1.12.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.			
SOC.9-12.6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.			
SOC.9-12.6.1.12.B.6.b	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.			
SOC.9-12.6.1.12.C.5.a	Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.			
SOC.9-12.6.1.12.C.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.			
SOC.9-12.6.1.12.D.5.b	Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.			
SOC.9-12.6.1.12.D.6.c	Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.			

SOC.9-12.6.2.12  TECH.8.1.12.A.3	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.  Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.	
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<i>Unit</i>	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<i>Assessment</i>
<b>#2 Emerging World Power (WWI)</b>	<ol style="list-style-type: none"> <li>1. Does a dominant, successful nation also have an obligation to help/protect weaker nations and people?</li> <li>2. How are wars won (and lost)?</li> <li>3. How do nations come into conflict?</li> <li>4. How is the media manipulated to support political and economic motives?</li> <li>5. What are the economic, social, and political impacts of war?</li> <li>6. What issues lead to American involvement in foreign affairs? What factors determine whether or not our nation will go to war?</li> <li>7. When is America exerting its power and influential justified?</li> </ol>	<ul style="list-style-type: none"> <li>• What factors led the US to develop a more imperialistic foreign policy and the different arguments for &amp; against this change.</li> <li>• How this change in foreign policy was implemented in the actions taken by the US in Hawaii, Latin America, Asia, and in the Spanish-American War and the results of US influence &amp; actions in these areas.</li> <li>• The reasons for the start of WWI and how the US became involved.</li> <li>• The role that the US played in WWI and the effects on the American people at home and abroad</li> </ul> <p><u>Essential Vocabulary:</u>            Spanish American War, Hawaii Annexation, Philippine Insurrection, Platt Amendment, Anti-Imperialists, Imperialists, Panama Canal, Roosevelt Corollary, China’s Open Door Policy, Yellow journalism, Alliances, Trench Warfare, Unrestricted submarine warfare, Zimmerman Telegram, Propaganda, Sedition Act, Treaty of Versailles, Armistice</p>	<ul style="list-style-type: none"> <li>• Identify different arguments for &amp; against US Imperialism &amp; create political cartoons representing different points of view</li> <li>• Examine and evaluate the actions taken by US in Hawaii, Spanish-American War, and other situations as it began to implement this policy change.</li> <li>• Analyze the US situation at the onset of the Spanish-America War, set goals for the US in the war, create an action plan to achieve those goals, predict possible outcomes, and compare their plan to what actually happened.</li> <li>• Evaluate the current US situation/FP and determine whether the US classifies as an Empire in today’s world.</li> <li>• Explain how the war developed in Europe before the U.S. entered the War including the causes, conditions, technology</li> <li>• Explain how peace was achieved after the fighting had stopped and analyze the reasons for the U.S. support/lack of support for the Treaty of Versailles</li> </ul>	<p><u>Performance Task:</u></p> <ul style="list-style-type: none"> <li>• Presidential War Decision – Acting as an advisor to the President and in reaction to an original situation, students need make the case either for or against going to war using historical information as support for their arguments.</li> </ul> <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>• Test/Quizzes on Vocabulary &amp; Major Content (w/ EQs)</li> <li>• Blogs / Other Reactions &amp; Reflections</li> <li>• Imperialism Political Cartoons</li> <li>• In-class Discussion (partner/whole group) – Hawaii/Spanish American War</li> <li>• Primary Source CW/HW</li> </ul>
	<p><b><i>Enduring Understandings</i></b></p>			
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The US used imperialistic policies to become a more competitive economic world power. This created a conflict between Americans who favored expansionism and those who favored isolationism.</li> <li>• Exerting power and influence, whether it is through war or economic means, is always controversial.</li> <li>• An American victory in the Spanish-American War confirmed the nation’s status as a world power and brought to America the obligation to govern newly acquired territories.</li> <li>• US involvement in WWI established the nation as a major player in world events and that grievances in peace agreements can lead to later conflicts.</li> <li>• Today, American economic and military policies and practices across the world have caused many to wonder if the country is once again functioning as an imperialist nation.</li> </ul>			
<p><b><i>NJ Content Standards</i></b></p>				<p><b><i>Resources</i></b></p>

SOC.9-12.6.1.12.A.7.a	Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.	<ul style="list-style-type: none"> <li>• Primary Source Excerpts</li> <li>• Yellow Journalism Website</li> <li>• Emerging World Power Overview (Sasinschool)</li> <li>• Wordpress.com Blog</li> <li>• Quia.com for Quizzes, in-class work, and test</li> <li>• PowerPoints for various topics</li> <li>• America in the 20<sup>th</sup> Century Video Clips</li> <li>• Various Primary Sources: Zimmerman Telegram, Wilson’s Declarations of War &amp; Neutrality</li> </ul>
SOC.9-12.6.1.12.A.7.b	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.	
SOC.9-12.6.1.12.A.7.c	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.	
SOC.9-12.6.1.12.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.	
SOC.9-12.6.1.12.B.7.a	Explain how global competition by nations for land and resources led to increased militarism.	
SOC.9-12.6.1.12.C.6.b	Determine how supply and demand influenced price and output during the Industrial Revolution.	
SOC.9-12.6.1.12.C.7.a	Determine how technological advancements affected the nature of World War I on land, on water, and in the air.	
SOC.9-12.6.1.12.C.7.b	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.	
SOC.9-12.6.1.12.D.6.b	Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.	
SOC.9-12.6.1.12.D.7.a	Evaluate the effectiveness of Woodrow Wilson’s leadership during and immediately after World War I.	
SOC.9-12.6.1.12.D.7.b	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.	
SOC.9-12.6.1.12.D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.	
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.	
TECH.8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.	

***Common Core Literacy Standards in History/Social Studies***

See Appendix A

<i>Unit</i>	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<i>Assessment</i>
<b>#3</b> <b><i>Roaring Twenties</i></b>	1. Were the roaring 20’s a decade of progress or decline? Explain. 2. How does a booming economy lead to changes in the American way of life? 3. What happens when cultures and generations clash? 4. How does mass culture reflect technological and social changes? 5. As minority groups gain acceptance, how do they express their identities?	<ul style="list-style-type: none"> <li>•How the economy changed and grew in reaction to new products (particularly the automobile), the stock market, and how these new items impacted the lives of Americans.</li> <li>•The political developments both at home and abroad during the Harding &amp; Coolidge Administrations as well as the results of the 1928 election.</li> <li>•Several examples of the social &amp; cultural tensions of the era, particularly relating to immigration, race relations, Prohibition, and traditionalism vs. modernism.</li> <li>•How cultural developments helped to create a “mass shared culture” within the United States.</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively with a partner to create a single, integrated newspaper</li> <li>• Write a newspaper article from the viewpoint of someone living in the 1920s</li> <li>• Develop and create political cartoons and editorials that offer opinions on topics assigned from the 1920s.</li> <li>• Create an advertisement based on their assigned topics and personal research</li> <li>• View summative video (The Century) for new information and apply that new information to what they’ve learned through a written reflection.</li> <li>• Analyze development in the 1920s in each of the major areas (Social, Political, Economic,</li> </ul>	<p><u>Performance Task:</u></p> <ul style="list-style-type: none"> <li>• Roaring Twenties Newspaper – Students create a newspaper detailing the major events of the 1920s</li> </ul> <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>• Notes from the Newspapers / Textbook</li> <li>• Overview/Introductory Video Response Sheet</li> <li>• Post-War America Textbook Assignment</li> <li>• Test/Quizzes on Major Concepts/Content</li> <li>• Blogs/Discussion Posts/Reflections</li> <li>• Essay</li> </ul>
	<b><i>Enduring Understandings</i></b>			

<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.</li> <li>• A society can be moving forward and progressing in some areas while declining or regressing in other areas.</li> <li>• Whether you view times as “good” or “bad” depends a lot on where you are (perspective).</li> <li>• Changes often lead to conflict.</li> </ul>	<ul style="list-style-type: none"> <li>• The ways in which African Americans expressed their viewpoints and culture during the 1920s.</li> </ul> <p><u>Essential Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Assembly line, mass production, scientific management, installment buying/credit, buying on margin, bull market, Warren Harding, Calvin Coolidge, Teapot Dome Scandal, Kellogg-Briand Pact, Dawes Plan, modernism, fundamentalism, Scopes Trial, quota system, KKK, Prohibition/18<sup>th</sup> Am, Volstead Act, bootlegger, speakeasy, flapper, Lost Generation, “talkies,” Jazz, Black Consciousness, Harlem Renaissance</li> </ul>	<p>Technologically) and evaluate whether this was an era of progress or decline in each area. entered the War including the causes, conditions, technology</p>	
<b><i>Standards</i></b>		<b><i>Resources</i></b>	
<p>SOC.9-12.6.1.12.A.8.a</p> <p>SOC.9-12.6.1.12.A.8.c</p> <p>SOC.9-12.6.1.12.B.8.a</p> <p>SOC.9-12.6.1.12.C.8.a</p> <p>SOC.9-12.6.1.12.C.8.b</p> <p>SOC.9-12.6.1.12.D.8.a</p> <p>SOC.9-12.6.1.12.D.8.b</p> <p>TECH.8.1.12.A.2</p> <p>TECH.8.1.12.A.3</p>	<p>Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.</p> <p>Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.</p> <p>Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.</p> <p>Analyze the push-pull factors that led to the Great Migration.</p> <p>Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.</p> <p>Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.</p> <p>Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.</p> <p>Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p>	<ul style="list-style-type: none"> <li>• <i>United States History</i> Online Textbook</li> <li>• Research Links / Websites</li> <li>• Wordpress.com Blog</li> <li>• Quia.com for Quizzes, in-class work, and test</li> <li>• PowerPoints for various topics</li> <li>• America in the 20<sup>th</sup> Century Video Clips</li> <li>• Various Primary Sources</li> </ul>	
<b><i>Common Core Literacy Standards in History/Social Studies</i></b>			
<b>See Appendix A</b>			

<b><i>Unit</i></b>	<b><i>Essential Questions</i></b>	<b><i>Content</i></b>	<b><i>Skills</i></b>	<b><i>Assessment</i></b>
<p><b>#4</b> <b>Great Depression &amp; New Deal</b></p>	<ol style="list-style-type: none"> <li>1. How did the economical, social and political events of the 1920s lead to the Depression in the 1930s?</li> <li>2. Are economic downturns predictable?</li> <li>3. How do economic changes impact society?</li> <li>4. How do people respond to adversity and crisis, particularly economic problems?</li> <li>5. What is the role of government during an economic crisis?</li> <li>6. How effective was the New Deal at addressing the problems of the Great Depression?</li> </ol>	<ul style="list-style-type: none"> <li>• The causes of the Stock Market Crash and the reasons for the economic collapse that turned into the GD including how the government initially reacted.</li> <li>• The ways in which people’s everyday lives were affected by the GD and how people worked to survive.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the different causes for the SMC and the GD and decide whether there was anything that could have been done to avoid a complete economic collapse</li> <li>• Create a PSA based on the effects of the GD on Americans’ lives and on how people attempted to survive the GD</li> <li>• Analyze different proposals for what to do about the GD and come up with a brief</li> </ul>	<p><u>Performance Task:</u></p> <ul style="list-style-type: none"> <li>• Comparison to Today – Based on your knowledge of the GD and ND programs, (choose one of the following tasks: write an editorial to the newspaper, create a television advertisement, write a letter to Congress) compare the effectiveness of New Deal programs in helping solve the issues of the Depression to the</li> </ul>

## *Enduring Understandings*

*Students will understand that...*

- economic crises many times follow periods of economic growth and expansion.
- A person's economic status may affect their political, social, and economic priorities.
- During times of crisis, people's view on the role and power government should have often changes.
- Past economic and political decisions can have major impacts on future generations.
- The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.
- Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy.

- The differences views of Hoover and FDR on how to deal with the GD and how this affected the results of the 1932 Presidential election.
- The ND programs that attempted to address relief, reform, and recovery and how effective they were in achieving their goals
- How different groups reacted to the major changes in the ND, both in support of and in opposition to them.

Essential Vocabulary:

- Hoover, speculation, buying on margin, Black Tuesday, business cycle, bread line, Hoovervilles, tenant farmers, Dust Bowl, RFC, Bonus Army, FDR, Eleanor Roosevelt, New Deal, Fireside chat, FDIC, CCC, NRA, PWA, Coughlin, Long, 1<sup>st</sup> ND, 2<sup>nd</sup> ND, WPA, SSA, Wagner Act, FLSA, collective bargaining, AFL-CIO, sit-down strikes, court-packing plan, Roosevelt Recession, ND Coalition, Welfare state

plan for recovery, then apply their views to the presidential election of 1932 to see who they would vote for based on their views of how to end the GD.

- Explain and categorize the major programs of the ND according to what each was trying to accomplish.
- Discuss the many different views of the ND and express their own political views
- Analyze political cartoons (ND, FDR, GD)
- Evaluate the overall effectiveness of the ND (as well as the effectiveness of individual programs) in ending the GD and discuss the ND's long-term impacts

effectiveness of Obama's Stimulus Plan in rebuilding our current economy. In your task, you should discuss unemployment, the poor housing market, bank & automobile manufacturer's government bailouts and create at least one program which you believe would help the 2012 economy.

- "It's Your Dea."- Students will read proposals aimed at dealing with the Great Depression from actual policies of the time. Students will choose the policies they agree with the most and write a proposal to help the nation out of the Great Depression.

Other Evidence:

- Test/Quizzes on Major Concepts/Content
- Causes of the Dustbowl- Man or Nature
- 9 Word Challenge on Causes
- Alphabet Soup Poster and Explanations of a New Deal Agency (partners)
- Blogs / Quia – Reactions & Reflections
- Meal Planning Group Activity
- Poem or Alphabet Soup about the GD
- Decision Making Assignment – What to do about GD?
- Primary Source Readings/ Article Reviews
- New Deal Categorizations
- Public Service Announcement Project

## *Standards*

- SOC.9-12.6.1.12.A.10.a Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal.
- SOC.9-12.6.1.12.A.10.b Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.
- SOC.9-12.6.1.12.A.10.c Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
- SOC.9-12.6.1.12.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression.
- SOC.9-12.6.1.12.B.10.a Assess the effectiveness of New Deal programs designed to protect the environment.
- SOC.9-12.6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- SOC.9-12.6.1.12.C.10.a Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
- SOC.9-12.6.1.12.C.10.b Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
- SOC.9-12.6.1.12.C.9.a Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
- SOC.9-12.6.1.12.C.9.c Explain the interdependence of various parts of a market economy.
- SOC.9-12.6.1.12.C.9.d Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.
- SOC.9-12.6.1.12.D.10.a Analyze how other nations responded to the Great Depression.
- SOC.9-12.6.1.12.D.10.b Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
- SOC.9-12.6.1.12.D.10.c Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.
- SOC.9-12.6.1.12.D.10.d Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.
- SOC.9-12.6.1.12.D.9.a Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- SOC.9-12.6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.

## *Resources*

- *United States History* Online Textbook
- Research Links / Websites
- Wordpress.com Blog
- Quia.com for Quizzes, in-class work, and test
- FDR & the New Deal Overview (Sasinschool)
- PowerPoints for various topics
- America in the 20<sup>th</sup> Century Video Clips
- Various Primary Sources: Photographs of ND Programs, Photographs depicting struggles of everyday people in GD, Political Cartoons (FDR, GD, ND),

TECH.8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

**Common Core Literacy Standards in History/Social Studies**

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<p><b>#5 World War II</b></p>	<ol style="list-style-type: none"> <li>How and why do nations come into conflict?</li> <li>In waging a war, does the end (winning) justify the means?</li> <li>What are the economic, social and political impacts of war?</li> <li>What conditions can lead to totalitarian governments?</li> <li>What obligations does a dominant, successful nation have to help/protect weaker nations and people?</li> <li>When is America exerting its power and influence justified?</li> </ol>	<ul style="list-style-type: none"> <li>How and why fascism and totalitarian governments rose to power.</li> <li>The causes of WWII and early events of Axis Expansion.</li> <li>The differing viewpoints on US involvement in WWII and how the US finally gets pulled into the conflict (Pearl Harbor).</li> <li>How the wartime strategies reflect political and military goals, the resources on hand, and the geographical extent of the conflict.</li> <li>The major turning points of the war and why they proved to be decisive.</li> <li>The different impacts of the war at home on various groups of people.</li> <li>The short and long term effects of technological developments. (A-Bomb)</li> </ul> <p><u>Essential Vocabulary:</u></p> <ul style="list-style-type: none"> <li>Totalitarianism, Isolationism, Interventionism, propaganda, Axis/Allied Powers, Luftwaffe, Atlantic Charter, WAACs, WAFS, Kristallnacht, Cash &amp; Carry, Lend-Lease, Blitzkrieg, Manhattan Project, Pearl Harbor, D Day, VJ Day, VE Day, Kamikazes, Island Hopping, Appeasement, Final Solution, Little Boy &amp; Fat Man, FDR, Truman, Churchill, Stalin, Hitler, Mussolini, Oppenheimer, Eisenhower, MacArthur, Randolph</li> </ul>	<ul style="list-style-type: none"> <li>Explain the characteristics of a totalitarian government while differentiating between communism and fascism.</li> <li>Define and evaluate the isolationist and interventionist viewpoints of Americans at the onset of WWII.</li> <li>Analyze primary source documents (propaganda posters, speeches, letters/telegrams) related to WWII.</li> <li>Explain how and why the US became fully involved in WWII.</li> <li>Discuss the strategies and turning points of the war and assess their impact on the combatants' situation in the war.</li> <li>Examine the effects the war had on the citizens fighting it abroad as well as those (women, minorities, etc.) at home.</li> <li>Evaluate the evidence both in support of and opposition to the use of the A-Bomb, then create a persuasive, coherent argument supporting their viewpoint with specific historical evidence.</li> <li>Determine the lasting global impacts (both short and long term) of WWII.</li> </ul>	<p><u>Performance Task:</u></p> <ul style="list-style-type: none"> <li>Truman's Decision Making – Advisor to President Acting as an advisor to President Truman in August of 1945, create a memo to President Truman in reference to the newly developed Atomic bomb. Groups will take on the role of someone who has been appointed to the Defense Department Nuclear Committee. This committee has been given the task of answering the question of "When should the US use nuclear weapons?"</li> </ul> <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>Test/Quizzes on Major Concepts/Content</li> <li>Blogs / Quia – Reactions &amp; Reflections</li> <li>Propaganda Poster Analysis Sheet (US, British, Nazi – Holocaust)</li> <li>Pro/Con Analysis of Atomic Bomb Use</li> <li>Venn Diagram on Communism and Fascism</li> <li>Movie proposal based on an actual event that students will research.</li> <li>Japanese Internment Primary Source Activity- read memos from government officials in determining the justification for internment; read reflections from the victims of the internment camps</li> <li>Discrimination Activity- read letters from an African American soldier and a Mexican American mother in determining the discrimination felt by minorities during WWII.</li> </ul>
<p><b>Enduring Understandings</b></p>				
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>The decisions of world powers have an impact on the world.</li> <li>Desperate economic conditions can lead to the rise of totalitarian governments.</li> <li>The rise of fascism threatened world peace &amp; human rights.</li> <li>Role of the US changed after WWII from isolationist to a major world power.</li> <li>A "total war" requires the participation of an entire nation in many different ways and can push a nation to take actions that conflict with their beliefs and values.</li> <li>Sometimes governments ignore atrocities if they don't impact their nation directly.</li> <li>The United States participated in WW II as an Allied force to prevent military conquests by Germany, Italy, and Japan.</li> <li>Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.</li> </ul>				
<p><b>Standards</b></p>				<p><b>Resources</b></p>
<p>SOC.9-12.6.1.12.A.11.a</p>	<p>Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.</p>			
<p>SOC.9-12.6.1.12.A.11.b</p>	<p>Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.</p>			
<p>SOC.9-12.6.1.12.A.11.c</p>	<p>Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.</p>			
<p>SOC.9-12.6.1.12.A.11.d</p>	<p>Analyze the decision to use the atomic bomb and the consequences of doing so.</p>			

SOC.9-12.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.	<ul style="list-style-type: none"> <li>• Personal Experience Recollections (Articles, Video Clips, etc.)</li> <li>• America in the 20<sup>th</sup> Century Video Clips</li> <li>• <u>Various Primary Sources</u>: Propaganda Posters/Films, Japanese Internment Resources, Four Freedoms Speech, Atlantic Charter, Day of Infamy Speech,</li> </ul>
SOC.9-12.6.1.12.B.11.a	Explain the role that geography played in the development of military strategies and weaponry in World War II.	
SOC.9-12.6.1.12.C.11.a	Apply opportunity cost and trade-offs to evaluate the shift in economic resources from the production of domestic to military goods during World War II, and analyze the impact of the post-war shift back to domestic production.	
SOC.9-12.6.1.12.D.11.a	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.	
SOC.9-12.6.1.12.D.11.b	Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.	
SOC.9-12.6.1.12.D.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.	
SOC.9-12.6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.	
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.	
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.	
TECH.8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.	

***Common Core Literacy Standards in History/Social Studies***

**See Appendix A**

<b><i>Unit</i></b>	<b><i>Essential Questions</i></b>	<b><i>Content</i></b>	<b><i>Skills</i></b>	<b><i>Assessment</i></b>
<b>#6 Early Cold War &amp; Post-WWII America</b>	1. Can an ideological war be more dangerous than a physical war? 2. How and why did the US and Soviet Union come into conflict? 3. How did key events shape the course and outcome of the Cold War? 4. How do new technologies impact the events and outcome of the Cold War? 5. How do a nation’s political, economic, cultural and social developments reflect its values? 6. What are the responsibilities, if any, of being a world power? 7. What are the social and political effects of the Cold War? 8. When is America exerting its power and influence justified?	<ul style="list-style-type: none"> <li>• The causes and reasons behind the conflict between the US and Soviet Union known as the Cold War.</li> <li>• The ways actions taken by the US attempted to enforce the Containment policy.</li> <li>• The history and background to the Korean War, the events of the war itself, the outcome and the lingering effects of the unresolved peace.</li> <li>• The role Eisenhower’s new application of the containment policy and the effects of the arms race on world security.</li> <li>• How the Cold War affected people’s everyday lives, particularly in relation to fear.</li> <li>• The different social, political, economical, and cultural developments in post-war American society.</li> </ul> <p><u>Essential Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• Cold War, Hot War, Capitalism, Communism, Containment, Truman Doctrine, Marshall Plan, Berlin Airlift, Fall of China, Red Scare, Iron Curtain, NATO, Warsaw Pact, Arms Race, MAD, Armistice, Kim Il-Sung, Syngman Rhee, 38<sup>th</sup> Parallel, Panmunjom , Sputnik, McCarthyism, HUAC, Alger Hiss, Truman Loyalty Program, Rosenbergs, Blacklisted, Domino Theory, Suburbs, Levittown, GI Bill, Rock n Roll, Conformity, Baby Boom, Sputnik, Consumerism,</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the differences between the US and SU in the post-war period (gov’t, eco, military, etc.)</li> <li>• Describe the containment policy and how the US applied it to different world situations and evaluate its use in terms of effectiveness and morality</li> <li>• Analyze the events of the Korean War and come to a conclusion on what was won or lost in the conflict and connect historical events there with the current troubles in the region today.</li> <li>• Evaluate the actions taken by the Eisenhower administration to see whether they are in line with the tenets of the Containment policy or whether they go beyond it.</li> <li>• Discuss the many effects of the CW in the US, specifically the effects on the nation related to the fear of communism and Soviet influence in society and government.</li> <li>• Present the changes that took place in American Society</li> </ul>	<p><u>Performance Task:</u></p> <ul style="list-style-type: none"> <li>• Cold War Simile Project – In this project, students will reflect on the issues and events that have been studied in Chapter 16 and create visual similes for the Cold War that convey what they believed to be the essence of Cold War history.</li> </ul> <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>• Alphabet Soup on Korean War</li> <li>• Explanatory Essay – Post-War EQs</li> <li>• Test/Quiz on Major Concepts/Content</li> <li>• Blogs / Quia – Reactions &amp; Reflections</li> <li>• Primary Source readings / Article Reviews</li> <li>• T Chart – Communism / Capitalism</li> </ul>
	<b><i>Enduring Understandings</i></b>			
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• A cold war differs from a hot war in terms of how its waged and how you determine who’s “winning” but can also turn hot such as in Korea.</li> <li>• The US has used different foreign policies to try to achieve their objectives, particularly containment.</li> <li>• The US emerged as the main world power after World War II and had to decide when and if to use its power in many different situations across the globe related to the Cold War.</li> <li>• Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.</li> <li>• Technology has facilitated the movement of goods, services, and populations; increased economic interdependence; and influenced the development of centers of economic activity.</li> </ul>			

<ul style="list-style-type: none"> <li>Cultural, Economic, Societal, and Political developments often reflect the values of a nation.</li> </ul>	Television, Beatniks, corporations, franchise, Interstate Highway Act, service sector, AFL-CIO, Fair Deal	(economically, politically, socially, and culturally) during the post-WWII 1940s and 1950s.	
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<b><i>NJ Content Standards</i></b>	<b><i>Resources</i></b>
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SOC.9-12.6.1.12.A.12.b SOC.9-12.6.1.12.B.12.a SOC.9-12.6.1.12.B.13.a SOC.9-12.6.1.12.C.12.a SOC.9-12.6.1.12.C.12.c SOC.9-12.6.1.12.C.13.d SOC.9-12.6.1.12.D.12.b SOC.9-12.6.1.12.D.12.c SOC.9-12.6.1.12.D.12.d SOC.9-12.6.1.12.D.12.e TECH.8.1.12.A.3 TECH.8.2.12.B.4	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts. Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period. Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities. Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people. Analyze how scientific advancements impacted the national and global economies and daily life. Relate American economic expansion after World War II to increased consumer demand. Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties. Evaluate how the development of nuclear weapons by industrialized countries and developing counties affected international relations. Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts. Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War. Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.	<ul style="list-style-type: none"> <li><i>United States History</i> Online Textbook</li> <li>Links / Websites for Research</li> <li>Wordpress.com Blog</li> <li>Quia for Quizzes, in-class work, test</li> <li>PowerPoints for various topics</li> <li>Korean War / McCarthy (Sasinschool)</li> <li>America in the 20<sup>th</sup> Century Video Clips</li> <li>The Century: America's Time Video</li> <li><u>Various Primary Sources</u>: Duck &amp; Cover, Photographs, Documents from Archives.gov</li> </ul>
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<b><i>Common Core Literacy Standards in History/Social Studies</i></b>
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See Appendix A
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<b><i>Unit</i></b>	<b><i>Essential Questions</i></b>	<b><i>Content</i></b>	<b><i>Skills</i></b>	<b><i>Assessment</i></b>
<b><i>#7 Civil Rights &amp; Social Change</i></b>	<ol style="list-style-type: none"> <li>How can citizens take action and create change when their rights are violated?</li> <li>How did Jim Crow laws perpetuate economic and social inequalities?</li> <li>How did the media assist the Civil Rights Movement?</li> <li>How did the various Civil Rights organizations work together to achieve greater equality?</li> <li>How have the actions and legislative successes of the Civil Rights Movement impact American citizens?</li> </ol>	<ul style="list-style-type: none"> <li>Conditions for African Americans during the time period</li> <li>The major people and groups of the CRM</li> <li>What strategies were used by different groups and people and the reasoning behind the use of those strategies</li> <li>Major events of the CRM (successes, setbacks)</li> <li>How some groups embraced more militant messages and how frustration with continued discrimination was expressed</li> </ul>	<ul style="list-style-type: none"> <li>empathize with the experience of African Americans in the South prior to the Civil rights movement</li> <li>Analyze and interpret primary source documents</li> <li>Evaluate multiple perspectives on historical events</li> <li>Apply understanding of the strategies of the Civil Rights</li> </ul>	<p><u>Performance Task</u>:</p> <ul style="list-style-type: none"> <li>Letter to Editor – Plan for Protest of new curfew law</li> <li>Civil Rights Timeline: Students will create a timeline that highlights the methods, groups, significance, and outcome of the major events of the Civil Rights Movement, complete with pictures.</li> </ul>

<p>6. What drives people to organize and work for change in their government and society?</p> <p>7. Why did many Civil Rights activists choose nonviolence as a method to pursue equal rights?</p> <p>8. Why is conflict necessary to bring about change?</p>	<ul style="list-style-type: none"> <li>• People, Events, Results of the other movements of the 60s &amp; 70s (Women, Consumer, Environmental, Asian, Native, Latino)</li> </ul>	<p>Movement to a problem or injustice in today's world.</p> <ul style="list-style-type: none"> <li>• Take notes, define new vocabulary, read charts, graphs, and maps</li> <li>• Present viewpoints supported by historical facts and events in a persuasive writing task</li> <li>• Connect historical events and issues from different time periods (progressive, New Deal, today)</li> </ul>	<ul style="list-style-type: none"> <li>• Montgomery Bus Boycott Scenarios for analysis</li> </ul>
<b><i>Enduring Understandings</i></b>			
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.</li> <li>• Discrimination (conditions, treatment, lack of rights or protection of the law) was the impetus for the actions taken by Civil Rights Movement.</li> <li>• There are multiple ways to attempt to address injustices (such as violence, nonviolent protests, political organizations, laws, etc.)</li> <li>• Most attempts at major social/political changes are met with resistance by those in power.</li> </ul>			
<b><i>Standards</i></b>			<b><i>Resources</i></b>
<p>SOC.9-12.6.1.12.C.13.a</p> <p>SOC.9-12.6.1.12.C.13.b</p> <p>SOC.9-12.6.1.12.D.13.a</p> <p>SOC.9-12.6.1.12.D.13.b</p> <p>SOC.6.1.12.A.6.c</p> <p>SOC.6.1.12.D.13.a</p> <p>SOC.6.2.12.A.5.e</p> <p>TECH.8.1.12.A.3</p>	<p>Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.</p> <p>Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.</p> <p>Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.</p> <p>Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.</p> <p>Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.</p> <p>Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.</p> <p>Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.</p> <p>Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p>	<ul style="list-style-type: none"> <li>• <i>United States History</i> Online Textbook</li> <li>• Links / Websites for Research</li> <li>• Wordpress.com Blog</li> <li>• Quia for Quizzes, in-class work, test</li> <li>• PowerPoints for various topics</li> <li>• Eyes on the Prize Video Clips</li> <li>• The Century: America's Time Video</li> <li>• Various Primary Sources</li> <li>• <i>Freedom's Children</i> Excerpts</li> </ul>	
<b><i>Common Core Literacy Standards in History/Social Studies</i></b>			
<b>See Appendix A</b>			

Unit	Essential Questions	Content	Skills	Assessment
<p><b>#8</b> <b>JFK, LBJ,</b> <b>Vietnam</b></p>	<ol style="list-style-type: none"> <li>How and why do nations come into conflict?</li> <li>How are wars won (and lost)?</li> <li>How does the media influence politics?</li> <li>What are the economic, social and political impacts of war?</li> <li>What is the great society?</li> <li>What is the role of government in our society?</li> <li>When is America exerting its power and influence justified?</li> </ol>	<ul style="list-style-type: none"> <li>Election of 1960 and effects of media</li> <li>Programs associated with the New Frontier and its successes and failures</li> <li>Kennedy's foreign policy successes and failures</li> <li>Events and impacts of JFK assassination</li> <li>Programs and legislation as part of the LBJ's Great Society</li> <li>How and why the US became increasingly involved in Vietnam</li> <li>War strategies, weapons/technology, and soldiers' and civilians' war experiences</li> <li>How opposition to the war was expressed and why it increased as time went on</li> <li>How the US was able to bring its involvement in Vietnam to an end.</li> </ul> <p><u>Essential Vocabulary:</u></p> <ul style="list-style-type: none"> <li>Mandate, debate, New Frontier, Great Society, Peace Corps, Bay of Pigs, Cuban Missile Crisis, Berlin Wall, Nixon, Khrushchev, Castro, Space Race, War on Poverty, Medicare, Medicaid, Immigration &amp; Nationality Act of 1965, Warren Court (court cases), Ho Chi Minh, Vietcong, guerilla warfare, 17<sup>th</sup> Parallel, Domino theory, Dien Bien Phu, Gulf of Tonkin Resolution, hawk, dove, SDS, "credibility gap" Tet offensive, My Lai, Kent State, Vietnamization, War Powers Act, Pentagon Papers, Paris Peace Accords, 26<sup>th</sup> Amendment, counterculture</li> </ul>	<ul style="list-style-type: none"> <li>Critically analyzes information and makes ethical judgments to responsibly address controversial issues. (Missile Crisis Role-play)</li> <li>Takes actions that will result in a more just and equitable society. (GS Plan)</li> <li>Analyze and interpret primary source documents</li> <li>Evaluate multiple perspectives on historical events</li> <li>Empathize with the experience of American soldiers (and civilians) during the Vietnam War</li> <li>Take notes, define new vocabulary, read charts, graphs, and maps</li> <li>Present viewpoints supported by historical facts and events (Interview)</li> <li>Evaluate presidential decision making process (using primary sources) – Vietnam &amp; CMC</li> </ul>	<p><u>Performance Task:</u></p> <ul style="list-style-type: none"> <li>Interview Project – <ul style="list-style-type: none"> <li>Part 1 – Create interviews of people with different perspectives on the Vietnam Era (college protester, government official, veteran, "hippie")</li> <li>Part 2 – Students' personal analysis of the Vietnam War (Right War? Events During? Could we have won?)</li> </ul> </li> <li>Personal "Great Society" Plan</li> <li>Cuban Missile Crisis Role Play- Groups of students analyze decisions that JFK, Khrushchev, and Castro had to make about the Cuban Missile Crisis</li> </ul> <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>Test/Quizzes on Major Concepts/Content</li> <li>Blogs / Quia – Reactions &amp; Reflections</li> <li>Primary Source readings / Article Reviews</li> <li>Presidential Comparison – JFK or LBJ?</li> <li>Candidate Comparison – JFK vs. Nixon</li> <li>Essay- argumentative or explanatory</li> <li>Exit Slips</li> </ul>
	<p><b>Enduring Understandings</b></p>			
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.</li> <li>The media can strongly influence people's opinions and viewpoints (on war and on politicians).</li> <li>There are differing views on how involved the government should be in society and that these beliefs can influence the kinds of legislation that is proposed.</li> <li>Exerting power and influence, whether it is through war or economic means, is always controversial.</li> <li>Wars have far reaching impacts on the lives of the people who are involved in them. (soldier, civilian, family, citizen)</li> </ul>			
<b>Standards</b>				<b>Resources</b>
	<p>SOC.9-12.6.1.12.A.12.a Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.</p> <p>SOC.9-12.6.1.12.A.12.b Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.</p> <p>SOC.9-12.6.1.12.A.12.c Explain how the Arab-Israeli conflict influenced American foreign policy.</p> <p>SOC.9-12.6.1.12.B.13.b Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.</p> <p>SOC.9-12.6.1.12.C.12.a Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.</p> <p>SOC.9-12.6.1.12.C.13.c Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.</p> <p>SOC.9-12.6.1.12.D.12.a Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.</p> <p>SOC.9-12.6.1.12.D.12.c Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.</p> <p>SOC.9-12.6.1.12.D.12.d Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.</p> <p>SOC.9-12.6.1.12.D.12.e Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.</p>			<ul style="list-style-type: none"> <li><i>United States History</i> Online Textbook</li> <li>Links / Websites for Research</li> <li>Wordpress.com Blog</li> <li>Quia for Quizzes, in-class work, test</li> <li>PowerPoints for various topics</li> <li>The Century: America's Time Video</li> <li><u>Various Primary Sources:</u> Rusk-McNamara Report, Peace without Conquest speech, A Compromise Solution in Vietnam, Gulf of Tonkin Resolution, LBJ Decision Documents, Vietnam: A Reappraisal, Letters Home from Soldiers, Draft Lottery, War Photographs, Music from the Era</li> </ul>

SOC.9-12.6.1.12.D.13.c	Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
SOC.9-12.6.1.12.D.13.d	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
SOC.9-12.6.1.12.D.13.e	Explain why the Peace Corps was created and how its role has evolved over time.
SOC.9-12.6.1.12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

***Common Core Literacy Standards in History/Social Studies***

**See Appendix A**

<b><i>Unit</i></b>	<b><i>Essential Questions</i></b>	<b><i>Content</i></b>	<b><i>Skills</i></b>	<b><i>Assessment</i></b>
<b>#9 Nixon, Ford, Carter &amp; the 1970s</b>	1. How can America's dependence of foreign oil negatively affect our economy? 2. How does a President's character determine their success or failure? 3. How is success determined in a military conflict? 4. What actions should justify the impeachment of a President? 5. What are effective strategies presidents can use to ease tensions between America and another country? 6. What effects (+ & -) can a President have on a nation? 7. What impact did Watergate Scandal have upon America's trust in government? 8. What role does the media play in being the watchdog of our democracy?	<ul style="list-style-type: none"> <li>Nixon's Foreign Policy (China, SU)</li> <li>Nixon's Domestic Policy and Reelection</li> <li>Events &amp; Impact of Watergate Scandal</li> <li>Ford &amp; Carter Domestic Policies &amp; Issues (slowing economy, oil shortage, etc)</li> <li>Ford &amp; Carter Foreign Policies &amp; Issues (Vietnam, Afghanistan, Mideast Peace, Iran)</li> <li>Social and Cultural Developments of the 70s</li> </ul> <p><u>Essential Vocabulary:</u></p> <ul style="list-style-type: none"> <li>Détente, Realpolitik, SALT, Henry Kissinger, silent majority, stagflation, Southern Strategy, OPEC, Watergate, 25<sup>th</sup> Amendment, Executive privilege, pardon, amnesty, Iran Hostage Crisis, amnesty, affirmative action, Helsinki Accords, SALT II, human rights, Camp David Accords, sanctions, developing world</li> </ul>	<ul style="list-style-type: none"> <li>Take notes, define new vocabulary, read charts, graphs, and maps</li> <li>Analyze and interpret primary source documents</li> <li>Evaluate multiple perspectives on historical events</li> <li>Compare present and past events to evaluate consequences of past decisions and to apply lessons learned.</li> <li>Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.</li> <li>Formulating questions with multiple perspectives</li> <li>Evaluating sources for validity and credibility and detect propaganda, censorship, and bias.</li> </ul>	<p><u>Performance Task:</u></p> <ul style="list-style-type: none"> <li>Watergate Decision Making – Impeach?</li> </ul> <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>Test/Quizzes on Major Concepts/Content</li> <li>Blogs / Quia – Reactions &amp; Reflections</li> <li>Primary Source readings / Article Reviews</li> <li>Argumentative/Persuasive Writing</li> <li>Explanatory Writing</li> <li>Internet based assignment</li> </ul>
	<b><i>Enduring Understandings</i></b>			
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.</li> <li>The media acts as a watchdog in a democracy.</li> <li>Economic interdependence and globalization can have both positive and negative effects.</li> <li>Scandals can hurt the people's trust in their government.</li> </ul>			
	<b><i>Standards</i></b>			

SOC.9-12.6.1.12.A.14.a	Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.	<ul style="list-style-type: none"> <li>• <i>United States History</i> Online Textbook</li> <li>• Links / Websites for Research</li> <li>• Wordpress.com Blog</li> <li>• Quia for Quizzes, in-class work, test</li> <li>• PowerPoints for various topics</li> <li>• The Century: America's Time Video</li> <li>• Primary Source Documents</li> </ul>
SOC.9-12.6.1.12.A.16.a	Determine the impact of media and technology on world politics during this time period.	
SOC.9-12.6.1.12.A.16.c	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.	
SOC.9-12.6.1.12.C.14.a	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.	
SOC.9-12.6.1.12.C.15.a	Relate the role of America's dependence on foreign oil to its economy and foreign policy.	
SOC.9-12.6.1.12.D.14.a	Determine the relationship between United States domestic and foreign policies.	
SOC.6.1.12.A.14.e	Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.	
SOC.6.1.12.A.15.b	Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.	
SOC.6.1.12.A.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.	
SOC.6.1.12.C.14.b	Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.	
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.	

***Common Core Literacy Standards in History/Social Studies***

**See Appendix A**

<b><i>Unit</i></b>	<b><i>Essential Questions</i></b>	<b><i>Content</i></b>	<b><i>Skills</i></b>	<b><i>Assessment</i></b>
<b>#10 Reagan, Bush I, &amp; the 1980's</b>	<ol style="list-style-type: none"> <li>1. How did the technology advancements of the 80's and 90's change the way we live?</li> <li>2. How do the economic policies of modern (Regan) Conservatives differ from liberals?</li> <li>3. How does a President's character determine their success of failure?</li> <li>4. What actions should justify the impeachment of a President?</li> <li>5. What are positive and negative impacts of globalization?</li> <li>6. What effects (positive and negative) can a President have on a nation?</li> <li>7. What role does the media play in our society?</li> </ol>	<ul style="list-style-type: none"> <li>• Difference between Liberal and Conservative viewpoints</li> <li>• Reasons for the growth of the Conservative movement in the 1980's and explain how Reagan strengthened this movement.</li> <li>• How Reagan challenged communism and the Soviet Union</li> <li>• Explain why communism collapsed in the Soviet Union</li> <li>• Explain why GBush chose to use force in some foreign disputes and not others</li> <li>• Summarize the Persian Gulf War and its results</li> </ul> <p><u>Essential Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• conservative, liberal, Moral Majority, New Right, Roe v Wade, Reagan, Reaganomics, supply side economics, "trickle down", AIDS, Challenger Accident, SDI, Mikhail Gorbachev, Glasnost and Perestroika, Collapse of the Soviet Union, Fall of Berlin Wall, Iran-Contra Affair, War on Drugs, George Bush, New World Order, Manuel Noriega, Tiananmen Square, Somalia, Apartheid, Persian Gulf War, Saddam Hussein, Operation Desert Storm</li> </ul>	<p>Understand how new technology and scientific finding impacted history.</p> <p>Take notes</p> <p>Read charts/graphs</p> <p>Analyze primary sources and secondary sources</p> <p>Define new vocabulary</p> <p>Analyze social, political, and cultural change.</p> <p>Apply problem solving to develop solutions.</p> <p>Formulating questions with multiple perspectives</p>	<p><u>Performance Task:</u> NEW WORLD ORDER Children's Book</p> <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>• Blogs / Quia – Reactions &amp; Reflections</li> <li>• Test/Quizzes on Major Concepts/Content</li> <li>• Do Nows</li> <li>• Exit Slips</li> <li>• Primary Source readings and analysis</li> <li>• Webquest</li> </ul>
	<p><b><i>Enduring Understandings</i></b></p>			
	<p><i>Students will understand that...</i></p> <p>Differing views on government's role in social and economic issues led to greater partisanship in government decision making.</p> <p>The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups.</p> <p>Immigration, educational opportunities, and social interaction have</p>			

led to the growth of a multicultural society with varying values and perspectives.

**Standards**

**Resources**

SOC.9-12.6.1.12	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.9-12.6.1.12.A.14.h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
SOC.9-12.6.1.12.C.14.a	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
SOC.9-12.6.1.12.D.15.b	Compare the perspectives of other nations and the United States regarding United States foreign policy.
SOC.9-12.6.1.12.D.15.c	Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
SOC.9-12.6.1.12.D.15.d	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
SOC.6.1.12.A.14.a	Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
SOC.6.1.12.A.14.e	Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.
SOC.6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
SOC.6.1.12.A.16.c	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
SOC.6.1.12.D.14.a	Determine the relationship between United States domestic and foreign policies.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.

United States History EBOOK Political Prentice Hall  
Spectrum Quiz  
<http://www.gotogquiz.com/politics/political-spectrum-quiz.html>  
This Century America's Time "A NEW WORLD"  
<http://www.youtube.com/watch?v=-Benn-JMig4&feature=related>  
Fall of Berlin Wall clip  
[http://www.youtube.com/watch?v=nYXbj\\_bLc](http://www.youtube.com/watch?v=nYXbj_bLc)  
Reagan's Presidency  
<http://www.whitehouse.gov/about/presidents/ronaldreagan/>  
Bush's presidency  
<http://www.whitehouse.gov/about/presidents/georgehwobush>  
Persian Gulf War  
<http://www.pbs.org/wgbh/pages/frontline/gulf/>  
War on Drugs  
<http://www.pbs.org/wgbh/pages/frontline/shows/drugs/cron/>

**Common Core Literacy Standards in History/Social Studies**

See Appendix A

<i>Unit</i>	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<i>Assessment</i>
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**#11  
In to a New  
Century  
1992-Present**

1. How do globalization and interdependence have positive and negative effects?
2. How do you determine (Presidential) greatness (or lack thereof)?
3. How does technology impact the daily life of the individual and society?
4. What effects (positive & negative) can a President have on a nation?
5. What role does the media play in our society?

***Enduring Understandings***

*Students will understand that...*  
 Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.  
 The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.  
 Differing views on government's role in social and economic issues led to greater partisanship in government decision making.  
 The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups.  
 Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

- Describe the development of the computer and the internet and its impact on all aspects of society.
  - Analyze the impact of new technology on the way people communicate
  - Explain how globalization impacts the American economy
  - Explain why Clinton won in 1992.
  - Assess the success of Clinton's domestic policy
  - Analyze the Clinton impeachment
  - Foreign Policy Goals of Clinton
  - Election of 2000 / GWBush's goals as president
  - Impact of 9/11 / Impact of immigration on American society
- Essential Vocabulary:**
- Personal computer, biotechnology, internet, globalization, multinational corporation, service economy,
  - Immigration Act of 1990
  - Clinton, Contract with America, Ross Perot, Family Medical Leave Act, Healthcare reform, Brady Bill, Oklahoma City Bombing,, Newt Gingrich, Kenneth Starr, impeachment, Monica Lewinsky, NAFTA, Somalia, ethnic cleansing, war in Yugoslavia, rise of al Qaeda, 1993 World Trade Center bombing,, Genocide in Bosnia
  - Election of 2000, Dick Cheney, No Child Left Behind, Afghanistan, Taliban, Patriot Act, Department of Homeland Security, Osama Bin Laden, Weapons of Mass Destruction, Condoleezza Rice, War in Iraq, Relief Efforts for Hurricane Katrina and Asian tsunami,
  - Barack Obama, economic collapse, Osama Bin Laden, withdrawal from Iraq, relief efforts in Haiti and Japan, Hillary Rodham Clinton,

Understand how new technology and scientific finding impacted history.  
 Take notes  
 Read charts/graphs  
 Analyze primary sources and secondary sources  
 Define new vocabulary  
 Analyze social, political, and cultural change.  
 Apply problem solving to develop solutions.  
 Formulating questions with multiple perspectives

**Performance Task:**

- "Searching for the Roots of 9/11" paper- Students will use the interviews in the film in order to write a perspective paper that investigates the similarities and differences between Middle Eastern teenagers and American teenagers. Students will have to propose a plan that brings together young people of America and the Middle East that breaks down stereotypes and barriers between the two cultures.

**Other Evidence:**

- Blogs / Quia – Reactions & Reflections
- Test/Quizzes on Major Concepts/Content
- Do Now
- Documentary Videos
- Exit Slips
- Primary source readings and analysis
- Webquest

***Standards***

SOC.9-12.6.1.12.A.14.h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
SOC.9-12.6.1.12.D.15.b	Compare the perspectives of other nations and the United States regarding United States foreign policy.
SOC.9-12.6.1.12.D.15.d	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
SOC.6.1.12.A.14.c	Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
SOC.6.1.12.A.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
SOC.6.1.12.A.15.d	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
SOC.6.1.12.A.15.f	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
SOC.6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
SOC.6.1.12.B.14.a	Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
SOC.6.1.12.B.15.a	Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
SOC.6.1.12.C.14.b	Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
SOC.6.1.12.C.15.a	Relate the role of America's dependence on foreign oil to its economy and foreign policy.

***Resources***

- Clinton as president  
<http://www.whitehouse.gov/about/presidents/williamclinton/>
- Bosnian Genocide  
<http://www.historyplace.com/worldhistory/genocide/bosnia.htm>
- George W Bush as president  
<http://www.whitehouse.gov/about/presidents/georgewbush>
- 9/11 Digital Archive  
<http://911digitalarchive.org/>  
 Ten Years Later  
[http://www.cbsnews.com/2718-201\\_162-1241.html](http://www.cbsnews.com/2718-201_162-1241.html)
- White House website issues of the presidency  
<http://www.whitehouse.gov/issues/>
- Iraq War  
[http://topics.cnn.com/topics/iraq\\_war](http://topics.cnn.com/topics/iraq_war)
- Healthcare reform  
<http://www.healthcare.gov/>
- Globalization

SOC.6.1.12.C.16.a	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
SOC.6.1.12.CS14	Differing views on government’s role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.
SOC.6.1.12.D.14.a	Determine the relationship between United States domestic and foreign policies.
SOC.6.1.12.D.14.b	Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.
SOC.6.1.12.D.14.d	Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
SOC.6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
SOC.6.1.12.D.15.b	Compare the perspectives of other nations and the United States regarding United States foreign policy.
SOC.6.1.12.D.15.c	Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
SOC.6.1.12.D.15.d	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
SOC.6.1.12.D.16.c	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.

<http://www.globalization101.org/>

- Taliban  
<http://topics.nytimes.com/top/reference/timestopics/organizations/t/taliban/index.html>

***Common Core Literacy Standards in History/Social Studies***

**See Appendix A**

**APPENDIX A: Common Core Standards**

***Common Core Literacy Standards in History/Social Studies***

## Reading

### Key Ideas and Details

**RH.11-12.1.** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**RH.11-12.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**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.

### Craft and Structure

**RH.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**RH.11-12.5.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**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.

### Integration of Knowledge and Ideas

**RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**RH.11-12.8.** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

**RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### Range of Reading and Level of Text Complexity

**RH.11-12.10.** By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

## Writing

### Text Types and Purposes

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

- **WHST.11-12.1a** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- **WHST.11-12.1b** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **WHST.11-12.1c** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- **WHST.11-12.1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **WHST.11-12.1e** Provide a concluding statement or section that follows from or supports the argument presented.

**WHST.11-12.2** Write *informative/explanatory texts*, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- **WHST.11-12.2a** Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- **WHST.11-12.2b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- **WHST.11-12.2c** Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- **WHST.11-12.2d** Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- **WHST.11-12.2e** Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

### Production and Distribution of Writing

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

**WHST.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WHST.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### Research to Build and Present Knowledge

**WHST.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**WHST.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**WHST.11-12.9** Draw evidence from informational texts to support analysis, reflection, and research.

### Range of Writing

**WHST.11-12.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.