

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Western Studies: Unit 1 U.S. History 2: Emergence of Modern America</p>	<p>Unit Summary: This unit is designed to teach students how between 1890s and 1920 America transformed itself from a nation recovering from Civil War to a major world power. This economic & military rise was accomplished through modern industrialization & an influx of European as well as Asian immigrants desiring to be a part of the American experiment. American cities grew rapidly but so did indifference to the plight of the working class. The problems resulting from rapid industrialization & urbanization were addressed in many ways by the Progressive Reform Movement.</p>
<p>Grade Level(s): 11</p>	<p>As the United States grew domestically, its government also sought to expand its economic and military might overseas. As a late-comer to the age of imperialism, the United States acquired much of its overseas territory through conflict with Spain. However, what truly catapulted America's stance globally was her involvement in WWI.</p> <p>The combined impact of all of these forces led to the emergence of the modern United States as it headed into the 1920s.</p>
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. Why do we study history? 2. How are literature and history connected? 3. How can studying history help us understand literature, music and art? 4. How are themes in history and literature applicable to contemporary life? 5. How and why do populations change? 6. What unique problems arise from urban expansion? 7. How does society address the needs of its people? 8. How does industry affect international relations? 9. Is war inevitable? 10. How do attitudes and values change because of war? 	<p>Enduring Understanding(s) and Topics:</p> <ol style="list-style-type: none"> 1. Understanding the past allows an individual to construct meaning for the present. 2. Themes in history are universal and, generally, transcend culture and literature. 3. One's understanding of his/her own culture is expanded by exposure to various cultural experiences 4. Understanding the past is crucial to living responsibly in the present and planning for the future. 5. Immigration: <ul style="list-style-type: none"> - Immigration has a powerful impact on labor relations, urbanization, the environment, and cultural values and creates tensions between ethnic and social groups. 6. Urbanization: <ul style="list-style-type: none"> - Technological developments and unregulated business practices revolutionize transportation, manufacturing, and consumption and change the daily lives of Americans 7. Progressivism: <ul style="list-style-type: none"> - Progressive reform movements promote government efforts to address

problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups.

- Expanding markets for international trade promotes policies that result in America as a world power.

8. Imperialism:

- Expansion and transformation of the American economy contribute to regional tensions, social reform, political compromises, and an expansion of democratic practices.

9. World War I:

- United States involvement in war affects politics, the economy, and geopolitical relations.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the **NJSLS** or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJSLS</u> or <u>CCS</u>
1. Link technological innovation with increased immigration.	1. 6.1.12.C.5.a;
2. Compare and contrast “new” immigrants to “old” immigrants.	6.1.12.D.6.a
3. Explain the problems facing new immigrants.	2. 6.1.12.D.5.d
4. Interpret primary sources on immigrant experiences	3. 6.1.12.A.5.c;
5. Apply attitudes towards immigrants at the turn of the century to attitude to immigrants today.	6.1.12.D.5.d; 4. 6.3.12.4; RH11-12.2;
6. Assess the impact of rapid urbanization.	WHST.11-12.1.c
7. Explain reasons for Progressive reform.	5. 6.3.12.5
8. Compare and contrast views of DuBois and Washington.	6. 6.1.12.B.5.b
9. Trace the evolution of the women’s suffrage movement from Elizabeth Cady Stanton to Alice Paul.	7. 6.1.12.A.5.a; RH.11-12.1; WHST.11-12.1.2
10. Evaluate the ways women organized to change government.	
11. Discriminate between conserve and preserve in the context of natural resources and the role of John Muir.	8. 6.1.12.A.6.c 9. 6.1.12.D.6.c
12. Assess the role of unions in advocating for workers’ rights.	10. 6.1.12.A.6.b
13. Determine the role raw materials and land played in the rise of imperialism at the turn of the century.	11. 6.1.12.B.6.b 12. 6.1.12.C.6a
14. Interpret political cartoons that reflect the attitudes towards imperialism.	13. 6.1.12.B.6.a;
15. Evaluate the roles of Teddy Roosevelt, Howard Taft, and Woodrow Wilson during the age of imperialism.	6.1.12.C.6.b; 6.1.12.B.7.a; WHST.11-12.4
16. List the causes for WWI and explain why the United States tried to remain neutral.	14. 6.3.12.4
17. Critic the effectiveness of propaganda during WWI.	15. 6.1.12.D.6.b;
18. Characterize American policy through the Espionage Act and Sedition act as an attempt to promote patriotism.	WHST.11-12.4
19. List the technological advances during WWI and predict how they will affect the outcome of the war.	16. 6.1.12.A.7.a 17. 6.1.12.D.7.b
20. Assess the long-term impact of the war on women and African Americans.	18. 6.1.12.A.7.b
21. Appraise the effectiveness of the Treaty of Versailles to create lasting peace.	19. 6.1.12.C.7.a;
22. Judge Woodrow Wilson’s leadership skills during WWI.	RH.11-12.5
23. Use primary source documents to sustain a thesis statement and draw conclusions (DBQ)	20. 6.1.12.C.7.b 21. 6.1.12.A.7.c
24. Develop questions, take notes, and formulate a summary based on classroom activities (Cornell Note)	22. 6.1.12.D.7.a 23. RH.11-
	12.1.2.3.7.9.10; WHST.11-
	12.1.2.4.8.9.10 24. RH.11-12.2.4.7; WHST.11-12.8.10

Inter-Disciplinary Connections:

Experiential “team based” activities such as NYC trip which immerses students both in the immigrant experience as well as ties into the themes of movement and power struggle in Beowulf. These cooperative activities also build professional skills such as a team based approach to problem solving. (Themes of the movement of people and heroic action).

Language Arts:

- Immersion in Harlem Renaissance themes across history and language through poetry, music and the birth of jazz, and swing dancing (Themes of cross-cultural diffusion).
- Compare excerpts from Upton Sinclair’s *The Jungle* with movie clips and written passages from *Food, Inc* to integrate themes of workers’ rights, and food safety; to deduce the role of government; to compare common themes over time (Themes on the role of the individual and government to promote positive change).
- Romantic Poetry and poets such as Robert Black who expressed anti-urban and industrial philosophies juxtaposed against early twentieth century urbanization and industrialization.
- Literature pieces (focused on by English counterpart) that reflect the historical themes of immigration, industrialization, urbanization, imperialism, and war:
 - *Beowulf*
 - *Heart of Darkness*
 - *Angela’s Ashes*
 - *The Country of the Blind*
 - *All Quiet on the Western Front*
 - *Macbeth*

Math: Contract Negotiations use math problem solving skills for “workers” and “employers” to figure out if demands can be financially met.

Music: Impact of radio on the music industry including the rise of recording stars, Tin Pan Alley, and a national music identity

Birth of Jazz and the Blues

Art: Growth of the Radio Industry

Students will engage with the following text:

- *United States History* -Pearson 2016
- Primary source documents of immigrants

- Selections from *How the Other Half Lives* - Jacob Riis
- Selections from *The Jungle* - Upton Sinclair
- Teddy Roosevelt Speech: "The Man with the Muckrake"
- Declaration of Sentiments
- Booker T. Washington Speech: "Atlanta Exposition Address"
- Selections from *Out of Africa* – Isak Denesen
- Selections from *All Quite on the Western Front* – Erich Maria Remarque
- Woodrow Wilson's Fourteen Points
- Current event articles, newspapers and magazines
- US Declaration of Neutrality of WW1

Students will write:

- Cornell Notes from readings and oral lectures
- DBQs:
 - a. Was Imperialism a proper and legitimate policy for the United States at the turn of the century?
 - b. Determine whether Progressive reformers were successful in reforming the problems they tried to address in American society.
- Progressive letter project: letter to a legislator about a current issue
- Formal essays
 - a. Tenement Museum response paper
 - b. Role of America in Foreign Affairs
 - c. A front page newspaper article, written in time context and from a national POV, about the Spanish American War
- Monthly responses to current events on Google Classroom
- Editorials

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class lecture: all units should include lecture to prepare students for college atmosphere.

Cornell Notes: lectures and readings

Socratic Seminar

- How are the themes in Upton Sinclair's *The Jungle* applicable to contemporary issues?
- Does exposing too much wrongdoing in business and politics promote a negative feeling of our country, or does it provide hope for a less corrupt future?

Debates: Suggested topics

- Should immigrants be required to know English before coming to the United States?
- Should evolution or intelligent design be taught in public schools?
- Is Feminism still relevant?

Analysis of primary sources:

- Teddy Roosevelt's "The Man with the Muckrake"
- Declaration of Sentiments
- *Out of Africa (selections)* – Isak Denesen
- Readings from Langston Hughes and other Harlem Renaissance writers
- *How the Other Half Lives (selections)* – Jacob Riis
- Woodrow Wilson's Fourteen Points
- Political cartoons from each topic
- Photographs from topics of each topic

Secondary Sources (other than textbook):

- Newspaper and magazine articles

Small group cooperative learning:

- Pair-share Cornell Notes
- Projects
- Jigsaw selected readings from the textbook
- Group investigation of primary sources

Movie Presentation:

Suggested Movies:

- America, The Story of Us (selections)
- The Lost Battalion
- Iron Jawed Angels

Suggested Activities:

- character analysis
- discussion questions

Essays/Writing:

- Imperialism: Evaluate whether or not American imperialism goes against American values of freedom and democracy.

- Urbanization/Immigration: Defend whether political machines were detrimental or beneficial to immigrant life in the cities.
- Editorial on Jim Crow Laws or the Women's suffrage movement

Projects:

- Urban Planning: solve problems of turn of century city life
- Trace Family History
- Vaudeville show that reflects turn of century American Culture
- Contract Negotiation: Evaluate differences and difficulties between labor unions and employers
- Progressive Letter: Write a letter to a municipal, state, or federal legislator and discuss a modern day issue/reform
- WWI Time Capsule: Select artifacts that represent themes of WWI and explain the relevance of the artifact to the theme. Example themes: sacrifice, duty, patriotism, honor/horror of war, comradeship, death and loss.

Vocabulary: define and create sentences with context clues to demonstrate understanding

Field Trips: NYC Tenement museum; Tribal Encounter Eating Challenge; Ellis Island, [NYC Park Tour](#)

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Homework: Cornell Note sections of the textbook, Vocabulary from each chapter

Quizzes: on impact of immigration and urbanization, analysis of political cartoons

Unit Tests: Immigration, Urbanization, Imperialism, Progressivism, World War I, The 1920s

Writing assignments: Progressive Letter, Tenement Museum response, Role of American Foreign Affairs, Newspaper article for Spanish American War, Critiques of Harlem Renaissance poetry, Character analysis from movies,

Cornell Notes: sections of the textbook, various primary and secondary sources

Participation in discussions, debates, and Socratic Seminars

Role Playing: Newspaper article for Spanish American War written in time context, Vaudeville Show, Contract Negotiations

***these assessments will mostly require students to Remember, Understand, Apply, and Analyze**

Accommodations/Modifications:

Repeat/ Directions

Ongoing feedback

Adapted worksheets

Extended Time

Pair student with a stronger learner

Close proximity to the teacher

Help to keep student organized

Study Guides

Summative Assessments:

Possible Unit Benchmark Essay: Analysis of excerpts of *The Jungle* and its importance during the Progressive Era.

Benchmark Assessment for Units 1 & 2: objective and essay

***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

Accommodations/Modifications:

Repeat Directions
Extended Time
Close proximity to the teacher
Help to keep student organized
Study Guides

Performance Assessments:

Urban Planning: solve problems of turn of century city life by recreating an urban area

Trace Family History: Research and present information about one's heritage

Vaudeville show: Create and perform a show that reflects turn of century American Culture

Contract Negotiation: Evaluate differences and difficulties arising from negotiations between labor unions and employers

Progressive Letter: Write a letter to a municipal, state, or federal legislator and discuss a modern day issue/reform

WWI Time Capsule: Select artifacts that represent themes of WWI and explain the relevance of the artifact to the theme. Example themes: sacrifice, duty, patriotism, honor/horror of war, comradeship, death and loss.

***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

Accommodations/Modifications:

Repeat/ Directions
Ongoing feedback
Extended Time
Pair student with a stronger learner
Close proximity to the teacher
Help to keep student organized

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PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Western Studies: U.S. History 2: Unit 2 International Collapse and Recovery</p>	<p>Unit Summary: This unit is designed to teach students the interconnected nature of economic needs and political change. As the economy of the United States increased, government involvement in such domestic affairs decreased. However, with the Stock Market Crash of 1929, the American people responded by voting for a more involved federal government & turning to their elected leaders to solve economic problems.</p>
<p>Grade Level(s): 11</p>	<p>Economic conditions also influenced politics abroad in Europe and Asia. The economic failures around the world influenced the growth of fascism and the rise of dictators in Europe which helped lead to World War II. America's involvement in WWII would ultimately bring the war as well as the Great Depression to an end & transform the United States into a global superpower.</p>
<p>Essential Question(s):</p> <ol style="list-style-type: none"> Why do we study history? How are literature and history connected? How can studying history help us understand literature, music and art? How are themes in history and literature applicable to contemporary life? How and why do populations change? What unique problems arise from urban expansion? How does society address the needs of its people? What is the difference between needs and wants? How does industry affect international relations? Should government provide goods and services? Is war inevitable? How do attitudes and values change because of war? How is power gained, used, and justified? How does belief influence 	<p>Enduring Understanding(s) and Topics:</p> <ol style="list-style-type: none"> Understanding the past allows an individual to construct meaning for the present. Themes in history are universal and, generally, transcend culture and literature. One's understanding of his/her own culture is expanded by exposure to various cultural experiences Understanding the past is crucial to living responsibly in the present and planning for the future. <p>The 1920's:</p> <ul style="list-style-type: none"> Postwar attitudes are characterized as a time of social, economic, technological, and political change. Postwar outlooks are a time of emerging isolation, racial and social tensions, and economic problems. <p>Great Depression</p> <ul style="list-style-type: none"> An unbalanced economy produces unemployment which will ripple throughout the market affecting different groups of people in different ways in varying degrees. <p>New Deal</p> <ul style="list-style-type: none"> Americans come to a new understanding regarding business regulations and government entitlements. <p>WWII</p> <ul style="list-style-type: none"> Deprivation can lead to totalitarian forms of government

action?	<ul style="list-style-type: none">- America emerges from WWII as a clear co-leader of the world with the Soviet Union.- The Holocaust results in a new outlook on America's role in human rights and creates a new dynamic between Americans, Jewish-Americans, and the newly formed state of Israel- America aids countries rebuild and strengthen capitalist systems, especially our former enemies, Germany and Japan
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the **NJSLS** or Common Core Standards that are applicable

Learning Target	NJSLS or CCS
1. Compare and contrast democracy and communism and explain how political differences led to the rise of the red scare.	1. 6.1.12.D.7.c; 6.1.12.A.8.c
2. Trace the development of Jim Crow laws and segregation in the South	2. 6.1.12.C.8.a;
3. Analyze how WWI led to the Great Migration and heightened racial tensions.	6.1.12.D.8.a;
4. Appraise the role of African American artist, writers, and musicians on American culture.	6.1.12.A.8.c
5. Describe how government policy promotes public prosperity in the 1920s.	3. 6.1.12.C.8.a;
6. Compare and contrast how government policy and public opinion were in opposition to the need for globalization.	6.1.12.D.8.a;
7. Describe the changing role of women in the 1920s and discuss the rise of the consumer economy.	6.1.12.A.8.c
8. Analyze how the actions and policies of the United States government contributed to the Great Depression.	4. 6.1.12.D.8.b;
9. Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.	RH.11-12.2
10. Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.	5. 6.1.12.A.8.a;
11. Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.	6.1.12.C.6.c
12. Explain the interdependence of various parts of a market economy.	6. 6.1.12.A.8.b
13. Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.	7. 6.1.12.C.8.b; RH.11-12.5
14. Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.	8. 6.1.12.A.9.a
15. Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.	9. 6.1.12.B.9.a
16. Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal.	10. 6.1.12.C.9.a
17. 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.	11. 6.1.12.C.9.b
18. Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.	12. 6.1.12.C.9.c
19. Assess the effectiveness of New Deal programs designed to protect the environment.	13. 6.1.12.C.9.d
20. Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.	14. 6.1.12.D.9.a
21. Compare and contrast the economic ideologies of the two major political parties	15. 6.1.12.D.9.b, WHST.11-12.1,2; RH.11-12.1,2,3
	16. 6.1.12.A.10.a
	17. 6.1.12.A.10.b
	18. 6.1.12.A.10.c
	19. 6.1.12.B.10.a
	20. 6.1.12.C.10.a
	21. 6.1.12.C.10.b
	22. 6.1.12.D.10.a
	23. 6.1.12.D.10.b;
	RH.11-12.2,3,5
	24. 6.1.12.D.10.c
	25. 6.1.12.D.10.d;
	WHST.11-12.1,2
	26. 6.1.12.A.11.a
	27. 6.1.12.A.11.b

<p>regarding the role of government during the New Deal and today.</p> <p>22. Analyze how other nations responded to the Great Depression.</p> <p>23. Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.</p> <p>24. 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.</p> <p>25. Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.</p> <p>26. Evaluate the effectiveness of international agreements following WWI in preventing international disputes during the 1920s and 1930s</p> <p>27. 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>28. Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.</p> <p>29. Analyze the decision to use the atomic bomb and the consequences of doing so.</p> <p>30. Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p> <p>31. Explain the role that geography played in the development of military strategies and weaponry in WWII.</p> <p>32. Apply opportunity cost and trade-offs to evaluate the shift in economic resources from the production of domestic to military goods during WWII, and analyze the impact of the post-war shift back to domestic production.</p> <p>33. Relate new wartime inventions to scientific and technological advancements in the civilian world.</p> <p>34. Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of WWII.</p> <p>35. Evaluate the role of New Jersey and prominent New Jersey citizens in WWII.</p> <p>36. Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experiences in the military and workforce.</p> <p>37. Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p> <p>38. Explain how WWII and the Holocaust led to the creation of international organizations to protect human rights, and describe the subsequent impact of these organizations.</p> <p>39. Use primary source documents to sustain a thesis statement and draw conclusions (DBQ)</p> <p>40. Develop questions, take notes, and formulate a summary based on classroom activities (Cornell Notes)</p>	<p>28. 6.1.12.A.11.c</p> <p>29. 6.1.12.A.11.d</p> <p>30. 6.1.12.A.11e</p> <p>31. 6.1.12.B.11.a</p> <p>32. 6.1.12.C.11a</p> <p>33. 6.1.12.C.11.b</p> <p>34. 6.1.12.D.11.a</p> <p>35. 6.1.12.D.11.b</p> <p>36. 6.1.12.D.11.c</p> <p>37. 6.1.12.D.11.d;</p> <p>RH.11-12.2,5,9;</p> <p>WHST.11-12.5</p> <p>38. 6.1.12.D.11e</p> <p>39. RH.11-</p> <p>12.1.2.3.7.9.10;</p> <p>WHST.11-</p> <p>12.1.2.4.8.9.10</p> <p>40. RH.11-12.2.4.7;</p> <p>WHST.11-12.8.10</p>

Inter-Disciplinary Connections:

Experiential “team based” activities such as Studies Day (Depression Era Day) incorporating teacher led instruction and student generated presentations to the community. These cooperative activities also build professional skills such as a team based approach to problem solving. (Themes of community service and involvement.)

Language Arts:

- Literature pieces (focused on by English counterpart) that reflect the historical themes of hardship during economic crisis and the power of propaganda:
 - o *A Modest Proposal*
 - o *All Quiet on the Western Front*
 - o *Poems by E.E. Cummings*
 - o *Slaughter-House Five*
 - o *Animal Farm*
 - o *1984*
 - o *Brave New World*
 - o *Night* by Elie Wiesel

Math: Budget Activity encourages students to reformulate a family budget after a decrease of income.

Charts of economic indicators comparing the unemployment rate and GNP per year

Art: Photography of Dorothea Lange in the 1930’s

WWII Propaganda posters

Growth of the Movie Industry

Music: Growth of American music genres into big band and swing

Students will engage with the following text:

- ***United States History*** -Pearson 2016
- Selected readings from: Langston Hughes, Countee Cullen, Claude McKay, and other Harlem Renaissance writers
- Warren G Harding’s “Return To Normalcy” Speech
- Ellen Wells Page: “A Flapper’s Appeal to Parents”
- Huey Long “Share our Wealth” speech
- FDR’s Fireside Chats
- Excerpts of *Grapes of Wrath*
- Dust Bowl Sources (SHEG activity: What caused the Dust Bowl of the 1930s?)
- New Deal criticism and praise (SHEG activity: Was the New Deal a success or a failure?)
- Veteran’s Accounts from WWII
- FDR’s Four Freedoms Speech

- Anne Frank "The Diary of a Young Girl" excerpt
- Japanese Internment Sources (SHEG activity: Why were Japanese Americans interned during WWII?)
- WWII Poems (Death of the Ball Turret Gunner, etc.)
- Current event articles, newspapers and magazines

Students will write:

- Cornell Notes from readings and oral lectures
- DBQs
 - Identify three changes in American society in the 1920s and determine whether those changes had a positive or negative effect on the groups affected by the change.
 - How did the New Deal change the relationship between the American people and the federal government?
- Formal essays
- Legacy of the New Deal
 - Reflection of meeting a Holocaust Survivor
- Monthly responses to current events on Google Classroom
- Editorials
- Depression Era Picture Prompts

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class lecture: all units should include lecture to prepare students for college atmosphere.

Cornell Notes: lectures and readings

Socratic Seminar

- What is the role of the government in regulating business and providing services to citizens?
- Should the U.S. do more to prevent genocide from happening?

Debates: Suggested topics

- Are social service programs a right or a privilege for the people?
- Should Truman have used the atomic bomb to end the war?

Analysis of primary sources

- *Atlanta Exposition Address* - Booker T. Washington
- *A Flapper's Appeal to Parents* - Ellen Wells Page
- Photography of the Great Depression
- Accounts of the Dust Bowl
- "Share our Wealth" Speech
- Dr. Seuss Cartoons from WWII
- FDR's Four Freedoms Speech
- Accounts of Japanese Internment
- Diary of Anne Frank excerpt
- Fireside Chats
- WWII Propaganda posters from various countries

Secondary Sources (other than textbook):

- Newspaper and magazine articles

Small group cooperative learning:

- Pair-share Cornell Notes
- Projects
- Jigsaw selected readings from the textbook
- Group investigation of primary sources

Movie Presentation:

Suggested Movies:

- America, The Story of US (selections)
- Cinderella Man
- Grapes of Wrath
- Saving Private Ryan
- Flags of Our Fathers

Suggested Activities:

- character analysis
- discussion questions

Essays/Writing:

- Legacy of the New Deal Essay
- Depression Era Picture Prompt
- WWII Formal Research paper
- Reflection paper about meeting a Holocaust Survivor

Projects:

- Great Depression Family Budget: come to agreements about how to adjust a new family income. What is important to the family status and what is not?
- New Deal Public Works Program: Create a program for the school that would provide benefits to the students as well as jobs for the community. Projects need to be explained in detail as well as budgeted for.
- Stock Market Game: Tracking stocks for 2-4 weeks

Vocabulary: define and create sentences with context clues to demonstrate understanding

Field Trips: Washington D.C.: U.S. Holocaust Memorial Museum

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Homework: Cornell Note sections of the textbook, Vocabulary from each chapter

Quizzes: New Deal Programs, Important WWII Dates, WWII Battles

Unit Tests: Great Depression/New Deal; WWII

Writing assignments: WWII Research Paper, Legacy of the New Deal, Reflection of meeting a Holocaust Survivor, Character analysis from movies, Analysis of WWII Cartoons

Cornell Notes: sections of the textbook, various primary and secondary sources

Participation in discussions, debates, and Socratic Seminars

Role Playing: Writing a Fireside Chat,

***these assessments will mostly require students to Remember, Understand, Apply, and Analyze**

Accommodations/Modifications:

Repeat/ Directions

Ongoing feedback

Adapted worksheets

Extended Time

Pair student with a stronger learner

Close proximity to the teacher

Help to keep student organized

Study Guides

Summative Assessments:

Possible Unit Benchmark Essay: Use excerpts from *The Grapes of Wrath* to determine John Steinbeck's political views.

Benchmark Assessment for Units 1 & 2: objective and essay

***these assessments will mostly require students to Remember, Understand, Apply, and Analyze**

Accommodations/Modifications:

Repeat Directions
Extended Time
Close proximity to the teacher
Help to keep student organized
Study Guides

Performance Assessments:

Great Depression Family Budget: Discuss as a “family” and come to agreements about how to adjust a new family income. What is important to the family status and what is not?

New Deal Public Works Program: Create a program for the school that would provide benefits to the students as well as jobs for the community. Projects need to be explained in detail as well as budgeted for.

Stock Market Game: Trade and track stocks for 2-4 weeks and try to earn more money than classmates.

***these assessments will mostly require students to Remember, Understand, Apply, and Analyze**

Accommodations/Modifications:

Repeat/ Directions
Ongoing feedback
Extended Time
Pair student with a stronger learner
Close proximity to the teacher
Help to keep student organized

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Western Studies: U.S. History 2: Postwar Changes and Growth (1945-1970)</p>	<p>Unit Summary:</p> <p>This unit is designed to teach about the economic, social & cultural changes that impacted the United States in the decades following World War II. Despite economic prosperity for many at home, the inner cities that had grown rapidly in the early 1900s began to decay. Despite becoming a global leader and forming organization like the United Nations, the country also became involved in over 40 years of conflict with the Soviet Union. This global conflict between communism and capitalism ultimately led the United States into wars in Korea & Vietnam.</p> <p>The Cold War between the United States and the Soviet Union also influenced domestic policies. It forced Americans to question their values and to rethink the nature of American society. Many disenfranchised groups, beginning with African-Americans, used the decades of the 60s and 70s to fight for their Civil Rights after years of oppression. This inspired other groups from women to the LGBT community to press for their own civil rights.</p>
<p>Grade Level(s): 11</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. Why do we study history? 2. How are literature and history connected? 3. How can studying history help us understand literature, music and art? 4. How are themes in history and literature applicable to contemporary life? 5. How and why do populations change? 6. What unique problems arise from urban expansion? 7. How does society address the needs of its people? 8. What is the difference between needs and wants? 9. How does industry affect international relations? 10. Should government provide goods and services? 11. Is war inevitable? 	<p>Enduring Understanding(s) and Topics:</p> <ol style="list-style-type: none"> 1. Understanding the past allows an individual to construct meaning for the present. 2. Themes in history are universal and, generally, transcend culture and literature. 3. One's understanding of his/her own culture is expanded by exposure to various cultural experiences 4. Understanding the past is crucial to living responsibly in the present and planning for the future. 5. The Cold War: <ul style="list-style-type: none"> • Devastation left by WWII left a shaky alliance between the United States and the Soviet Union which quickly fell into a state of undeclared belligerence which is called the Cold War. As that hostility intensified, the U.S. sought to contain the expansion of communism throughout the world. 6. 1950s: <ul style="list-style-type: none"> • As the United States emerged from WWII, the American dream of having a secured job and owning a house came within the reach of many Americans. Economic prosperity fueled technological advancements and changing values on the one hand, while at the same

<p>12. How do attitudes and values change because of war?</p> <p>13. How is power gained, used, and justified?</p> <p>14. How does belief influence action?</p>	<p>time reinforcing normative values and reintroducing renewed fear of communism.</p> <p>7. Civil Rights:</p> <ul style="list-style-type: none">● The 1950s and 1960s were a time of both great progress and great frustration for African Americans. Through non-violent protest and extremely focused civil rights struggle, African Americans ended institutional segregation and secured voting rights. However, lack of progress will drive some to vent their anger through bitter violence of the 1960s. <p>8. Activism:</p> <ul style="list-style-type: none">● Inspired by the Civil Rights movement, new movements for social change will affect almost every aspect of American society from the environment to consumer awareness. <p>9. Vietnam:</p> <ul style="list-style-type: none">● Fear of the spread of communism will cause the United States to become increasingly involved in the conflict in Vietnam. At the same time, a youthful counter-culture will challenge American policy.
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the **NJSLS** or Common Core Standards that are applicable

Learning Target	NJSLS or CCS
1. 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.	1. 6.1.12.A.12.a
	2. 6.1.12.A.12.b
	3. 6.1.12.A.12.c
2. Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.	4. 6.1.12.B.12.a
	5. 6.1.12.C.12.a
3. Explain how the Arab-Israeli conflict influenced American foreign policy.	6. 6.1.12.C.12.b
	7. 6.1.12.C.12.c
4. Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post -World War II period.	8. 6.1.12.C.12.d
	9. 6.1.12.D.12.a
5. Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.	10. 6.1.12.D.12.b
	11. 6.1.12.D.12.c
6. Assess the impact of agricultural innovation on the world economy.	12. 6.1.12.D.12.d;
	WHST.11-12.1,2
7. Analyze how scientific advancements impacted the national and global economies and daily life.	13. 6.1.12.D.12.e;
	WHST.11-12.6,7
8. Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.	14. 6.1.12.A.13.a
	15. 6.1.12.A.13.b
9. Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.	16. 6.1.12.A.13.c
	17. 6.1.12.B.13.a
10. Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.	18. 6.1.12.B.13.b
	19. 6.1.12.C.13.a
11. Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.	20. 6.1.12.C.13.b
	21. 6.1.12.C.13.c
12. Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.	22. 6.1.12.C.13.d
	23. 6.1.12.D.13.a;
13. Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.	24. 6.1.12.D.13.b;
	WHST.11-12.1,2;
14. Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions, and New Jersey’s Law Against Discrimination in eliminating segregation and discrimination.	RH.11-12.1,2,3,9
	25. 6.1.12.D.13.c;
15. Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.	WHST.11-12.1,2;
	RH.11-12.1,2,3,8
16. Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.	26. 6.1.12.D.13.d
	27. 6.1.12.D.13.e
17. Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.	28. 6.1.12.D.13.f
	29. RH.11-
18. Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.	12.1.2.3.7.9.10;
	WHST.11-
19. Explain how individuals and organizations used economic measures (e.g., the	12.1.2.4.8.9.10
	30. RH.11-12.2.4.7;

<p>Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.</p> <p>20. Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.</p> <p>21. Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.</p> <p>22. Relate American economic expansion after World War II to increased consumer demand.</p> <p>23. 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>24. 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>25. 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.</p> <p>26. 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.</p> <p>27. Explain why the Peace Corps was created and how its role has evolved over time.</p> <p>28. Relate the changing role of women in the labor force to changes in family structure.</p> <p>29. Use primary source documents to sustain a thesis statement and draw conclusions (DBQ).</p> <p>30. Develop questions, take notes, and formulate a summary based on classroom activities (Cornell Notes).</p>	<p>WHST.11-12.8.10</p>
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Inter-Disciplinary Connections:

Experiential “team based” activities such as a trip to the Washington D.C. Newseum for an in-depth analysis of photojournalism. These cooperative activities also build professional skills such as a team based approach to problem solving.

Language Arts:

- Literature pieces (focused on by English counterpart) that reflect the historical themes of women’s rights, greed, political dynasties, and class structure
 - o *A Space Odyssey*
 - o *Watchmen*
 - o *Canterbury Tales*

Music: Birth of Rock and Roll and Motown

Art: Impact of communism and T.V. on the movie industry
 Impact of T.V. on American lifestyle

Math: Analyzing public opinion polls

Economics: T.V. commercials and American consumer culture

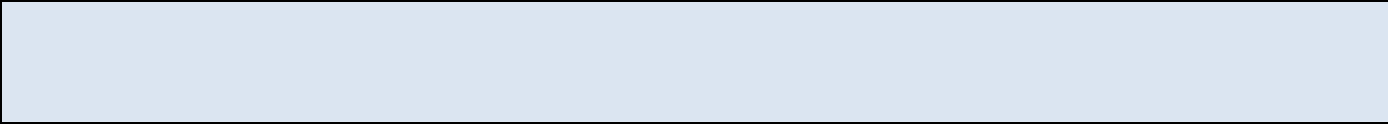
Science: Space Race (Sputnik and NASA)

Students will engage with the following text:

- **United States History** -Pearson 2016
- **Cold War Sources (SHEG activity: Who was primarily responsible for the Cold War - the U.S. or the Soviet Union?)**
- *The Feminine Mystique* – Betty Friedan
- JFK Inaugural Address
- **MLK - I Have a Dream speech**
- **MLK - Letter from Birmingham Jail**
- **Malcolm X - God’s Judgement speech**
- **Montgomery Bus Boycott sources (SHEG activity: Why did the Montgomery Bus Boycott Succeed?)**
- **Civil Rights Act of 1964 sources (SHEG activity: Was JFK a strong supporter of Civil Rights?)**
- **Rachel Carson - Silent Spring excerpt**
- **JFK Race to Space speech**
- Beatnik Poetry and Digger Poetry
- **Gulf of Tonkin Resolution Sources (SHEG activity: Was the U.S. planning on going to war with Vietnam before the Gulf of Tonkin Resolution?)**
- **Vietnam Soldiers’ letters**
- **“On the Rainy River” & “Ambush” by Tim O’Brien**
- **Resistance to the Vietnam War - CommonLit article**
- Current event articles, newspapers and magazines

Students will write:

- Cornell Notes from readings and oral lectures
- DBQs
 - a. **How did the Cold War begin and what “weapons” were used to fight the war?**
 - b. **Discuss ways African Americans have been denied equal rights and the methods used by individuals, groups, and/or the government to deal with the inequality faced by African Americans.**
- Formal essays
 - Compare/contrast the beliefs of MLK and Malcolm X
 - Photojournalism analysis: Thesis and supporting arguments from selected National Geographic articles
- Letters from the Vietnam Battlefield using Vietnam Era slang
- **Monthly responses to current events on Google Classroom**
- Editorials



PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class lecture: all units should include lecture to prepare students for college atmosphere.

Cornell Notes: lectures and readings

Socratic Seminar

- Does the concept of *The Feminine Mystique* still exist today?

Debates: Suggested topics

- How should Kennedy have handled the Cuban Missile Crisis?

Analysis of primary sources

- Kitchen Cabinet Debates
- Brown v. BOE
- Selected Writings of MLK and Malcolm X
- Beatnik Poetry and Digger Poetry
- Excerpt from *Silent Spring*
- Gulf of Tonkin Resolution

Secondary Sources (other than textbook):

- Newspaper and magazine articles
- Tim O'Brien excerpts "On The Rainy River" & "Ambush"
- Resistance to the Vietnam War - CommonLit article
- *Slaughter House Five* – Kurt Vonnegut

Small group cooperative learning:

- Pair-share Cornell Notes
- Projects
- Jigsaw selected readings from the textbook
- Group investigation of primary sources

Movie Presentation:

Suggested Movies:

- America, The Story of US (selections)
- Thirteen Days
- Remember the Titans

Suggested Activities:

- character analysis
- discussion questions

Essays/Writing:

- Compare/contrast the beliefs of MLK and Malcolm X
- Photojournalism analysis: Thesis and supporting arguments from selected National Geographic articles
- Letters from the Vietnam Battlefield using Vietnam Era slang

Projects:

- Cold War Political Cartoons – Students create their own political cartoon that depicts the relationship between the U.S. and the Soviet Union.

- Legacy of the Vietnam War – Students create presentations that explain what they think the legacy of the Vietnam War is. Presentations can include power points, posters, songs, etc. Presentations can honor veterans, discuss the impact of the war at home, explain postwar foreign policies, etc.

Vocabulary: define and create sentences with context clues to demonstrate understanding

Field Trips: Constitution Center, Philadelphia

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Homework: Cornell Note sections of the textbook, Vocabulary from each chapter

Quizzes: Cold War terms/events, Postwar Economy, Important people of activist movements, Vietnam

Unit Tests: The Cold War; Civil Rights and Activism; Vietnam

Writing assignments: Compare and contrast the views of Martin Luther King and Malcolm X, Photo Journalism analysis, Character analysis from movies,

Cornell Notes: sections of the text book, various primary and secondary sources

Participation in discussions, debates, and Socratic Seminars

Role Playing: Writing letters from Vietnam using Vietnam Era slang

***these assessments will mostly require students to Remember, Understand, Apply, and Analyze**

Accommodations/Modifications:

Repeat/ Directions

Ongoing feedback

Adapted worksheets

Extended Time

Pair student with a stronger learner

Close proximity to the teacher

Help to keep student organized

Study Guides

Summative Assessments:

Possible Unit Benchmark Essay: Compare excerpts from *The Feminine Mystique* to 1950s and 1960s advertisements to examine the differing points of view about the role of women in society.

Benchmark Assessment for Units 3 & 4: objective and essay

***these assessments will mostly require students to Remember, Understand, Apply, and Analyze**

Accommodations/Modifications:

Repeat Directions
Extended Time
Close proximity to the teacher
Help to keep student organized
Study Guides

Performance Assessments:

Cold War Political Cartoons – Create a political cartoon that depicts the relationship between the U.S. and the Soviet Union during the Cold War.

Legacy of the Vietnam War – Create presentations that explain what they determine the legacy of the Vietnam War is. Presentations can include power points, posters, songs, etc. Presentations can honor veterans, discuss the impact of the war at home, explain postwar foreign policies, etc.

***these assessments will mostly require students to Remember, Understand, Apply, and Analyze**

Accommodations/Modifications:

Repeat/ Directions
Ongoing feedback
Extended Time
Pair student with a stronger learner
Close proximity to the teacher
Help to keep student organized

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit 4: Western Studies: U.S. History 2: Modern American Politics (1970-Today)</p>	<p>Unit Summary: This unit is designed to teach about the polarization of modern American politics. Liberal policies from the 1960s that increased the role of the federal government, as well as the rapid social changes of the 1970s, led to a backlash known as the Conservative Revolution. Ronald Reagan's election in 1980 signified a resurgence of conservatives and a return to the political ideology of the 1920s Political elections since have always brought the question of what role the national government should play in business and personal affairs.</p> <p>In the 1990s, American politics became increasingly divisive as both political parties grew further apart on the political spectrum. The election of Presidents George W. Bush & Barack Obama intensified these divisions as Americans struggled to find a common political basis in the new millennium. This division served as the backdrop for a major economic collapse, ongoing wars in the Middle East, & tensions over immigration.</p>
<p>Grade Level(s): 11</p>	<p>Enduring Understanding(s) and Topics:</p> <ol style="list-style-type: none"> 1. Understanding the past allows an individual to construct meaning for the present. 2. Themes in history are universal and, generally, transcend culture and literature. 3. One's understanding of his/her own culture is expanded by exposure to various cultural experiences 4. The ability to link cause and effect from past events builds the ability to predict possible outcomes. 5. Post-Vietnam War Aftermath: <ul style="list-style-type: none"> ● The collapse of the Nixon Administration and America's withdraw from Vietnam led to a general, national malaise. President Ford will attempt to heal the nation followed by the election of Washington outsider Jimmy Carter. 6. Conservative Revolution: <ul style="list-style-type: none"> ● After the political, social, and cultural upheavals on the 1960s and 1970s, Americans wanted to return to a smaller government and more conservative ideas. 7. Political Polarization: <ul style="list-style-type: none"> ● The United States faced challenging issues at home, as immigration and an aging population changed the demographics of American society.
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. Why do we study history? 2. How are literature and history connected? 3. How can studying history help us understand literature, music and art? 4. How are themes in history and literature applicable to contemporary life? 5. How and why do populations change? 6. How does society address the needs of its people? 7. What is the difference between needs and wants? 8. How does industry affect international relations? 9. Should government provide goods and services? 	

<p>10. Is war inevitable?</p> <p>11. How do attitudes and values change because of war?</p> <p>12. How is power gained, used, and justified?</p> <p>13. How does belief influence action?</p>	<p>8. America's Role in the Modern World:</p> <ul style="list-style-type: none">● As the old Soviet block collapsed, the United States remained the only superpower creating new challenges in world politics.
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the **NJSLS** or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJSLS</u> or <u>CCS</u>
1. Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.	1. 6.1.12.A.14.a
2. Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual and evaluate the impact on public policies.	2. 6.1.12.A.14.b
3. Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.	3. 6.1.12.A.14.c
4. Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.	4. 6.1.12.A.14.d
5. Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.	5. 6.1.12.A.14.e
6. Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.	6. 6.1.12.A.14.f;
7. Analyze the impact of community groups and state policies that strive to increase the youth vote.	WHST.11-12.1,2;
8. Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.	RH.11-12.1,2,3
9. Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.	7. 6.1.12.A.14.g
10. Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.	8. 6.1.12.A.14.h
11. Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.	9. 6.1.12.B.14.a
12. Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.	10. 6.1.12.B.14.b
13. 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.	11. 6.1.12.B.14.c
14. Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.	12. 6.1.12.B.14.d
15. Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.	13. 6.1.12.C.14.a
16. Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.	14. 6.1.12.C.14.b
17. Determine the relationship between United States domestic and foreign policies.	15. 6.1.12.C.14.c
18. Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.	16. 6.1.12.C.14.d
19. Determine the impact of the changing role of labor unions on the economy,	17. 6.1.12.D.14.a
	18. 6.1.12.D.14.b
	19. 6.1.12.D.14.c
	20. 6.1.12.D.14.d;
	RH.11-12.5,8
	21. 6.1.12.D.14.e
	22. 6.1.12.D.14.f
	23. 6.1.12.A.15.a
	24. 6.1.12.A.15.b;
	WHST.11-12.1,2;
	RH.11-12.1,2,3
	25. 6.1.12.A.15.c
	26. 6.1.12.A.15.d;
	RH.11-12.2
	27. 6.1.12.A.15.e
	28. 6.1.12.A.15.f
	29. 6.1.12.B.15.a
	30. 6.1.12.C.15.a
	31. 6.1.12.C.15.b
	32. 6.1.12.D.15.a
	33. 6.1.12.D.15.b

<p>politics, and employer-employee relationships.</p> <p>20. 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.</p> <p>21. Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.</p> <p>22. Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.</p> <p>23. Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.</p> <p>24. Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.</p> <p>25. Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.</p> <p>26. Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.</p> <p>27. Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.</p> <p>28. Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.</p> <p>29. Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.</p> <p>30. Relate the role of America's dependence on foreign oil to its economy and foreign policy.</p> <p>31. Assess economic priorities related to international and domestic needs, as reflected in the national budget.</p> <p>32. Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.</p> <p>33. Compare the perspectives of other nations and the United States regarding United States foreign policy.</p> <p>34. 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.</p> <p>35. Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.</p> <p>36. Determine the impact of media and technology on world politics during this time period.</p> <p>37. Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the</p>	<p>34. 6.1.12.D.15.c</p> <p>35. 6.1.12.D.15.d</p> <p>36. 6.1.12.A.16.a; RH.11-12.3</p> <p>37. 6.1.12.A.16.b</p> <p>38. 6.1.12.A.16.c</p> <p>39. 6.1.12.B.16.a</p> <p>40. 6.1.12.C.16.a</p> <p>41. 6.1.12.C.16.b</p> <p>42. 6.1.12.C.16.c</p> <p>43. 6.1.12.D.16.a</p> <p>44. 6.1.12.D.16.b</p> <p>45. 6.1.12.D.16.c</p> <p>46. RH.11- 12.1.2.3.7.9.10; WHST.11- 12.1.2.4.8.9.10</p> <p>47. RH.11-12.2.4.7; WHST.11-12.8.10</p>
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global use of new technologies.

38. Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

39. Explain why natural resources 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.

40. Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

41. Predict the impact of technology on the global workforce and on entrepreneurship.

42. Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.

43. Analyze the impact of American culture on other world cultures from multiple perspectives.

44. Explain how and why technology is transforming access to education and educational practices worldwide.

45. 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.

46. Use primary source documents to sustain a thesis statement and draw conclusions (DBQ).

47. Develop questions, take notes, and formulate a summary based on classroom activities (Cornell Notes).

Inter-Disciplinary Connections:

Experiential: Trip to NYC “tip to tip” including the Cloisters Museum, Midtown Manhattan, 9/11 Memorial, Staten Island Ferry, and the 9/11 Memorial on Staten Island.

- Trip to the Constitution Center in Philadelphia; Marrakesh Restaurant

Language Arts: *Washington Rules*; *Exit with Honor: The Life and Presidency of Ronald Reagan*; *Charlie Wilson’s War*

- Literature pieces (focused on by English counterpart) that reflect the historical themes of fear of the outsider and consolidation of power
 - *Macbeth*
 - *Renaissance literature*
 - *Watchmen*

Music: World Music, such as Amnesty International music link which address human rights issues

Write and present a rap song about an event in the 21st millennium

Art: Cloisters Museum, Medieval art and architecture

Math: Immigration charts and data

Economics: NAFTA, Global Economy; Connections between the economy and political shifts

Technology: Microsoft Movie Maker (Foreign Press Project)

Science: Rise of the internet and information age

Students will engage with the following text:

- **United States History** -Pearson 2016
- Reaganomics sources (SHEG activity: Were Reaganomics good for the United States?)
- Newt Gingrich "Contract With America"
- George H.W. Bush "End of Cold War" Speech
- Barack Obama's Inaugural Address
- George W. Bush's "War on Terror"
- Ronald Reagan "Tear Down This Wall"
- NAFTA sources (SHEG activity: What were arguments in the U.S. against ratifying NAFTA?)
- Maya Angelou "On the Pulse of Morning" (President Clinton's Inauguration
- *The Fight in the Fields: Cesar Chavez and the Farmworkers Movement*: By Susan Ferriss, et al; letters of migrant workers
- "Ford Gives Pardon to Nixon" – NY Times article
- *Washington Rules* – Andrew Bacevich
- *Exit with Honor: The Life and Presidency of Ronald Reagan* – William E. Pemberton
- *Charlie Wilson's War* – George Crile
- **Senator Rand Paul's Letter of Opposition to the Patriot Act**
- **Current event articles, newspapers and magazines** (Foreign Press Project)

Students will write:

- Cornell Notes from readings and oral lectures
- DBQs
- a. **To what extent did Ronald Reagan achieve the economic and foreign policy goals of the New Right conservatives?**
- Formal essays
- Focused Writing Assignment: Thesis and supporting arguments about the conditions of migrant farm workers based upon selected readings from *The Fight in the Fields: Cesar Chavez and the Farmworkers Movement*: By Susan Ferriss, et al.
- **Monthly responses to current events on Google Classroom**

- Editorials

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class lecture: all units may include lecture to prepare students for college atmosphere.

Cornell Notes: lectures and readings

Webquests

- The Reagan and Bush Years: "The Reagan Legacy"

Socratic Seminar

- What social services is the government responsible for and how does it raise the money for these programs?

Debates: Suggested topics

- English as a second language and ELS programs in American education
- Is the Patriot Act a violation of the Constitution?

Analysis of primary sources

- *Ford Gives Pardon to Nixon, Who Regrets "My Mistake"* –New York Times article
- Letters of migrant workers
- Newt Gingrich "Contract With America"
- George H.W. Bush "End of Cold War" Speech
- Barack Obama's Inaugural Address
- George W. Bush's "War on Terror"
- Ronald Reagan "Tear Down This Wall"
- Senator Rand Paul's Letter of Opposition to the Patriot Act

Secondary Sources (other than textbook):

- Newspaper and magazine articles
- *Washington Rules* – Andrew Bacevich
- *Exit with Honor: The Life and Presidency of Ronald Reagan* – William E. Pemberton
- *Charlie Wilson's War* – George Crile

Small group cooperative learning:

- Pair-share Cornell Notes
- Projects
- Jigsaw selected readings from the textbook
- Group investigation of primary sources

Movie Presentation:

- Frost Nixon
- World Trade Center
- Flight 93
- Charlie Wilson's War

Suggested Movies:

- America, The Story of US (selections)

Suggested Activities:

- character analysis

- discussion questions

Essays/Writing:

- Compare and contrast the Persian Gulf War with the Vietnam War
- Opinion about the conditions of migrant workers
- Letter to Homeland Security describing necessary improvements in security

Projects:

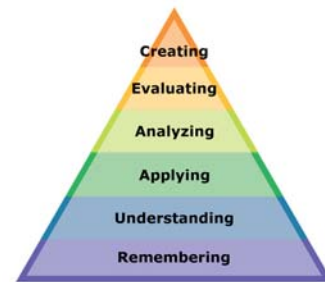
- **Model Congress** - Students will participate in the legislative process by writing and supporting their own pieces of legislation that will be voted on by the class.
- **Foreign Press Project:** Students will work in groups to create a news broadcast of a recent newspaper or magazine article about an event in a specific region of the world.
- **Star Wars Project:** Integrate movie themes with the perceived needs of an anti-missile defense system.
- **Post 9/11 Project:** In response to a world after the 9/11 terrorist attacks, students will create presentations that compare and contrast the need for Homeland Security versus the need for universal tolerance.

Vocabulary: define and create sentences with context clues to demonstrate understanding

Field Trips: New York City "Tip to Tip" Trip.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Homework: Cornell Note sections of the textbook, Vocabulary from each chapter

Quizzes: Presidential policies of conservatives, America's roles in the world today

Unit Tests: Post Vietnam; Conservative Revolution, Role of Modern America

Writing assignments: Research Paper that discusses a historical theme juxtaposed between two time periods, Essay that compares Persian Gulf War to Vietnam, Editorial on the conditions of migrant workers, Letter to Homeland security

Cornell Notes: sections of the textbook, various primary and secondary sources

Participation in discussions, debates, and Socratic Seminars

Role Playing: Creating a news broadcast about a current event

***these assessments will mostly require students to Remember, Understand, Apply, and Analyze**

Accommodations/Modifications:

Repeat/ Directions

Ongoing feedback

Adapted worksheets

Extended Time

Pair student with a stronger learner

Close proximity to the teacher

Help to keep student organized

Study Guides

Summative Assessments:

Possible Unit Benchmark Essay: Read an excerpt from Mikhail Gorbachev's speech to the United Nations in 1988 and determine to what extent the nations of the world lived up to Gorbachev's ideals since his 1988 speech?

Benchmark Assessment for Units 3 & 4: objective and essay

***these assessments will mostly require students to Remember, Understand, Apply, and Analyze**

Accommodations/Modifications:

Repeat Directions
Extended Time
Close proximity to the teacher
Help to keep student organized
Study Guides

Performance Assessments:

Foreign Press Project: Create a news broadcast of a recent newspaper or magazine article about an event in a specific region of the world.

Star Wars Project: Integrate movie themes with the perceived needs of an anti-missile defense system.

Post 9/11 Project: In response to a world after the 9/11 terrorist attacks, create presentations that compare and contrast the need for Homeland Security versus the need for universal tolerance

***these assessments will mostly require students to Remember, Understand, Apply, and Create products such as a newscast**

Accommodations/Modifications:

Repeat/ Directions
Ongoing feedback
Extended Time
Pair student with a stronger learner
Close proximity to the teacher
Help to keep student organized