

Black Horse Pike Regional High School  
Highland Timber Creek Triton  
Social Studies Department

**SYLLABUS**  
**WESTERN STUDIES / UNITED STATES HISTORY 2**

**Course Overview**

This course combines the curricula of both British Literature and American History from the turn of the 20<sup>th</sup> century to our current times of global interdependence. This class will provide students with the knowledge and skills required to analyze “how past and present interactions of people, cultures and the environment shape the American heritage<sup>1</sup>” Class time involves teacher-guided lecture, discussion, collaborative learning activities, problem solving, writing activities, and creative projects. Emphasis will be placed upon the development of the skills needed to succeed in the future, such as organization, study skills and public speaking. The class strives to meet the New Jersey Student Learning Standards’ mission of providing learners with the “knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.”

**Course Content Outline and the NJ Student Learning Standards (2014)**

**Unit 1- Emergence of Modern America**

- I. Immigration – *6.1.12.A.c*
- II. Urbanization - *6.1.12.D.5.b*
- III. Progressivism Reform – *6.1.12.A.6 a-6.1.12.D.6.c*
- IV. Imperialism – *6.1.12.D.6.c*
- V. World War I – *6.1.12.A.7.a – 6.1.12.D.8.b*

**Unit 2- International Collapse & Recovery**

- VI. The 1920’s – *6.1.12.A.8.a-6.1.12.D.8.b*
- VII. The Great Depression- *6.1.12.A.9.a-6.1.12.D.9.b*
- VIII. New Deal *6.1.12.A.10.a-6.1.12.D.10.b*
- IX. World War 2 – *6.1.12.A.11.a-6.1.12.D.11.e*

**Unit 3- Post War Changes & Growth**

- X. Cold War – *6.1.12.A.12d-6.1.12.D.12.e*
- XI. Post War America (1950s)- *6.1.12.A.13.a-6.1.12.D.13.f*
- XII. Civil Rights-*6.1.12.D.13.a,b*
- XIII. Activism -*6.1.12.D.13.b*
- XIV. Vietnam-*6.1.12.A.13.a,b*

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<sup>1</sup> [New Jersey Student Learning Standards](#), Social Studies

**Unit 4 Modern American Politics (1970-today)**

XV. Post-Vietnam War Aftermath-6.1.12.B.14.a-6.1.12.D14.f

XVI. Conservative Revolution-6.1.12A.14.f,g

XVII. Politics in the New Millennium-6.12.A.14.a-6.1.12.A.14.h

XVIII. America's Role in the Modern World-6.1.12.A.15.a-6.1.12.D.16.c

**Approximate Timeline of Curriculum Units**

<b>Month (marking period)</b>	<b>Unit</b>	<b>Topic(s)</b>
<b>September (MP1)</b>	<b>1: Emergence of Modern America (1890-1930)</b>	<b>Immigration, Urbanization</b>
<b>October (MP1)</b>	<b>1: Emergence of Modern America (1890-1930)</b>	<b>Urbanization Cont., Progressive Reform</b>
<b>November (MP1 &amp; MP2)</b>	<b>1. Emergence of Modern America (1890-1930)</b>	<b>Imperialism, World War I</b>
<b>December (MP2)</b>	<b>2. International Collapse &amp; Recovery</b>	<b>1920's</b>
<b>January (MP2 &amp; MP 3)</b>	<b>2. International Collapse &amp; Recovery (1930-1945)</b>	<b>Great Depression, New Deal</b>
<b>February (MP3)</b>	<b>2. International Collapse &amp; Recovery (1930-1945)</b>	<b>World War II</b>
<b>March (MP3 &amp; MP4)</b>	<b>3. Post-War Changes &amp; Growth (1945-1970)</b>	<b>1950s Cultural Change, Cold War</b>
<b>April (MP4)</b>	<b>3. Post-War Changes &amp; Growth (1945-1970)</b>	<b>Cold War Cont., Vietnam, Social Change &amp; Activism</b>
<b>May (MP4)</b>	<b>4. Modern American Politics (1970-Today)</b>	<b>Watergate Scandal, 1970s Crises, &amp; Conservative Revolution</b>
<b>June (MP4)</b>	<b>4. Modern American Politics (1970-Today)</b>	<b>Political Polarization, Challenges of the New Millennium</b>

**Course Expectations and Skills**

1. Develop literacy in civics as it is reflected in the governmental systems of global history.
2. Actively engage in studying current events.
3. Consider multiple perspectives to evaluate issues of the past and today.
4. Analyze and interpret historical events of the past in light of contemporary history.
5. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the modern world.
6. Develop skills in reading comprehension, research, communication and technology.
7. Gain practice to succeed on standardized testing such as ACT, SAT, and PARCC.
8. Maintain an organized notebook or portfolio of notes and work collected throughout the year.
9. Develop skills in Cornell note-taking and outlining, guided practice and repetition.
10. Utilize technology to refine 21<sup>st</sup> century skills through database research and multimedia presentations.

### **Materials Needed**

- Chromebook
- Notebook and/or three-ring binder with lined paper
- Daily planner/Student organizer
- Pen or pencil

### **Resources**

Textbook: *United States History* (Pearson 2016)

### **Grading Scale**

Students will earn their grades based on the following categories of assignments:

- Major Assessments: 40% - Projects: 15%
- Minor Assessments: 25% - Homework/Classwork: 20%

### **Teacher Information**

TBA

## Reference of Standards

### New Jersey Student Learning Standards

<b>Standard</b>	<b>6.1 U.S. History: America in the World:</b> 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.		
<b>Era</b>	<b>The Emergence of Modern America (1890-1930)</b>		
<b>Grade Level</b>	By the end of grade 12		
<b>Content Statement</b>	<b>Strand</b>	<b>Indicator #</b>	<b>Indicator</b>
<b>6. The Emergence of Modern America: Progressive Reforms</b>  Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups.	<b>A. Civics, Government, and Human Rights</b>	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.
		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.
		6.1.12.A.6.c	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., <i>Plessy v. Ferguson</i> ) and state and local governmental policies.

An expanding market for international trade promoted policies that resulted in America emerging as a world power.	<b>B. Geography, People, and the Environment</b>	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.
		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.
	<b>C. Economics, Innovation, and Technology</b>	6.1.12.C.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
		6.1.12.C.6.b	Determine how supply and demand influenced price and output during the Industrial Revolution.
		6.1.12.C.6.c	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
	<b>D. History, Culture, and Perspectives</b>	6.1.12.D.6.a	Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.
		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.

		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.
<b>Era</b>	<b>The Emergence of Modern America (1890-1930)</b>		
<b>7. The Emergence of Modern America: World War I</b>  <b>United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.</b>	<b>A. Civics, Government, and Human Rights</b>	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.
		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 on individual rights (i.e., the Espionage Act and the Sedition Amendment).
		6.1.12.A.7.c	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
	<b>B. Geography, People, and the Environment</b>	6.1.12.B.7.a	Explain how global competition by nations for land and resources led to increased militarism.
	<b>C. Economics,</b>	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.

	<b>Innovation, and Technology</b>	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.
	<b>D. History, Culture, and Perspectives</b>	6.1.12.D.7.a	Evaluate the effectiveness of Woodrow Wilson’s leadership during and immediately after World War I.
		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.
		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.
<b>Era</b>	<b>The Emergence of Modern America (1890-1930)</b>		
<b>8. The Emergence of Modern America: Roaring Twenties</b>  <b>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.</b>	<b>A. Civics, Government, and Human Rights</b>	6.1.12.A.8.a	Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
		6.1.12.A.8.b	Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.
		6.1.12.A.8.c	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.

	<b>B. Geography, People, and the Environment</b>	6.1.12.B.8.a	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
	<b>C. Economics, Innovation, and Technology</b>	6.1.12.C.8.a	Analyze the push-pull factors that led to the Great Migration.
		6.1.12.C.8.b	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.
	<b>D. History, Culture, and Perspectives</b>	6.1.12.D.8.a	Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
		6.1.12.D.8.b	Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
<b>Era</b>	<b>The Great Depression and World War II (1929-1945)</b>		
<b>9. The Great Depression and World War II: The Great Depression</b>	<b>A. Civics, Government, and Human Rights</b>		
<b>The Great Depression resulted from government</b>		6.1.12.A.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.



<p><b>economic policies, business practices, and individual decisions, and it impacted business and society.</b></p>	<p><b>B.</b></p> <p><b>Geography, People, and the Environment</b></p>	<p>6.1.12.B.9.a</p>	<p>Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.</p>
	<p><b>C.</b></p> <p><b>Economics, Innovation, and Technology</b></p>	<p>6.1.12.C.9.a</p>	<p>Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country’s economic health.</p>
		<p>6.1.12.C.9.b</p>	<p>Explain how economic indicators (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit) are used to evaluate the health of the economy.</p>
		<p>6.1.12.C.9.c</p>	<p>Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).</p>
		<p>6.1.12.C.9.d</p>	<p>Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.</p>
	<p><b>D. History, Culture, and Perspectives</b></p>	<p>6.1.12.D.9.a</p>	<p>Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.</p>
		<p>6.1.12.D.9.b</p>	<p>Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.</p>
	<p><b>Era</b></p>	<p><b>The Great Depression and World War II (1929-1945)</b></p>	

<b>10. The Great Depression and World War II: New Deal</b>  <b>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.</b>	<b>A. Civics, Government, and Human Rights</b>	6.1.12.A.10.a	Evaluate the arguments regarding the role of the federal government during the New Deal era.
		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.
		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.
	<b>B. Geography, People, and the Environment</b>	6.1.12.B.10.a	Assess the effectiveness of New Deal programs designed to protect the environment.
		<b>C. Economics, Innovation, and Technology</b>	6.1.12.C.10.a
	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.
		6.1.12.D.10.a	Analyze how other nations responded to the Great Depression.

	<b>D. History, Culture, and Perspectives</b>	6.1.12.D.10.b	Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
		6.1.12.D.10.c	Explain how key individuals, including minorities and women (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt), shaped the core ideologies and policies of the New Deal.
		6.1.12.D.10.d	Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.
<b>Era</b>	<b>The Great Depression and World War II (1929-1945)</b>		
<b>11. The Great Depression and World War II: World War II The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African</b>	<b>A. Civics, Government, and Human Rights</b>	6.1.12.A.11.a	Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in preventing international disputes.
		6.1.12.A.11.b	Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
		6.1.12.A.11.c	Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
		6.1.12.A.11.d	Analyze the decision to use the atomic bomb and the consequences of doing so.

<p><b>Americans, Asian Americans, and women.</b></p>		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.
	<p><b>B. Geography, People, and the Environment</b></p>	6.1.12.B.11.a	Explain the role that geography played in the development of military strategies and weaponry in World War II.
	<p><b>C. Economics, Innovation, and Technology</b></p>	6.1.12.C.11.a	Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.
		6.1.12.C.11.b	Relate new wartime inventions to scientific and technological advancements in the civilian world.
	<p><b>D. History, Culture, and Perspectives</b></p>	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.
		6.1.12.D.11.b	Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship <i>New Jersey</i> ) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.

		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.
		6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
		6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

<b>Era</b>	<b>Postwar United States (1945 to early 1970s)</b>		
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<b>12. Postwar United States:</b>  <b>Cold War</b>  <b>Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.</b>	<b>A. Civics, Government, and Human Rights</b>	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.
		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.
		6.1.12.A.12.c	Explain how the Arab-Israeli conflict influenced American foreign policy.

	<b>B. Geography, People, and the Environment</b>	6.1.12.B.12.a	Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.
	<b>C. Economics, Innovation, and Technology</b>	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.
		6.1.12.C.12.b	Assess the impact of agricultural innovation on the world economy.
		6.1.12.C.12.c	Analyze how scientific advancements impacted the national and global economies and daily life.
		6.1.12.C.12.d	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
	<b>D. History, Culture, and Perspectives</b>	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.
		6.1.12.D.12.b	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

		6.1.12.D.12.c	Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.
		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.
		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.
<b>Era</b>	<b>Postwar United States (1945 to early 1970s)</b>		
<b>13. Postwar United States: Civil Rights and Social Change</b>	<b>A. Civics, Government, and Human Rights</b>	6.1.12.A.13.a	Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., <i>Hedgepeth and Williams v. Trenton Board of Education</i> ), and New Jersey’s Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
<b>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.</b>		6.1.12.A.13.b	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, <i>Brown v. Board of Education</i> , and <i>Roe v. Wade</i> ) in promoting civil liberties and equal opportunities.

	6.1.12.A.13.c	Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.
<b>B. Geography, People, and the Environment</b>	6.1.12.B.13.a	Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.
	6.1.12.B.13.b	Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.
<b>C. Economics, Innovation, and Technology</b>	6.1.12.C.13.a	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.
	6.1.12.C.13.b	Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.
	6.1.12.C.13.c	Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
	6.1.12.C.13.d	Relate American economic expansion after World War II to increased consumer demand.
<b>D. History, Culture, and Perspectives</b>	6.1.12.D.13.a	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.



		6.1.12.D.13.b	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
		6.1.12.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.
		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.
		6.1.12.D.13.e	Explain why the Peace Corps was created and how its role has evolved over time.
		6.1.12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.
<b>Era</b>	<b>Contemporary United States (1970-Today)</b>		
<b>14. Contemporary United States: Domestic Policies</b>	<b>A. Civics, Government, and Human Rights</b>	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.
<b>Differing views on government’s role in social and economic issues led to greater partisanship in government decision making.</b>		6.1.12.A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.

<p><b>The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups.</b></p> <p><b>Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.</b></p>	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.
	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.
	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.
	6.1.12.A.14.f	Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
	6.1.12.A.14.g	Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).
	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.
<p><b>B.</b></p> <p><b>Geography, People, and the Environment</b></p>	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.
	6.1.12.B.14.b	Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.

		6.1.12.B.14.c	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.
		6.1.12.B.14.d	Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.
	<b>C. Economics, Innovation, and Technology</b>	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.
		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.
		6.1.12.C.14.c	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.
		6.1.12.C.14.d	Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
	<b>D. History, Culture, and Perspectives</b>	6.1.12.D.14.a	Determine the relationship between United States domestic and foreign policies.
		6.1.12.D.14.b	Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.

		6.1.12.D.14.c	Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.
		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.
		6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
		6.1.12.D.14.f	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

<b>Era</b>	<b>Contemporary United States (1970-Today)</b>		
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<b>15. Contemporary United States: International Policies</b>  <b>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.</b>	<b>A. Civics, Government, and Human Rights</b>	6.1.12.A.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.
		6.1.12.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.
		6.1.12.A.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

	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.
	6.1.12.A.15.e	Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.
	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.
<b>B. Geography, People, and the Environmen t</b>	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.
<b>C. Economics, Innovation, and Technology</b>	6.1.12.C.15.a	Relate the role of America's dependence on foreign oil to its economy and foreign policy.
	6.1.12.C.15.b	Assess economic priorities related to international and domestic needs, as reflected in the national budget.
<b>D. History, Culture, and Perspectives</b>	6.1.12.D.15.a	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.

		6.1.12.D.15.b	Compare the perspectives of other nations and the United States regarding United States foreign policy.
		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.
		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.

<b>Era</b>	<b>Contemporary United States (1970-Today)</b>		
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<b>16. Contemporary United States: Interconnected Global Society</b>  <b>Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.</b>	<b>A. Civics, Government, and Human Rights</b>	6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
		6.1.12.A.16.b	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
		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.

	<b>B. Geography, People, and the Environment</b>	6.1.12.B.16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.
	<b>C. Economics, Innovation, and Technology</b>	6.1.12.C.16.a	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
		6.1.12.C.16.b	Predict the impact of technology on the global workforce and on entrepreneurship.
		6.1.12.C.16.c	Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
	<b>D. History, Culture, and Perspectives</b>	6.1.12.D.16.a	Analyze the impact of American culture on other world cultures from multiple perspectives.
		6.1.12.D.16.b	Explain how and why technology is transforming access to education and educational practices worldwide.
		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.
<b>Era</b>	<b>The 20th Century Since 1945 (1945-Today)</b>		
<b>5. The 20th Century Since 1945: Challenges for the Modern World</b>	<b>A. Civics, Government,</b>	6.2.12.A.5.a	Explain how and why differences in ideologies and policies between the United States and the USSR

**Common Core Literacy Stands for Social Studies**

<p>Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights.</p> <p>International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.</p>	<p><b>and Human Rights</b></p>		<p>resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).</p>
		6.2.12.A.5.b	<p>Analyze the structure and goals of the United Nations and evaluate the organization’s ability to solve or mediate international conflicts.</p>
		6.2.12.A.5.c	<p>Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.</p>
		6.2.12.A.5.d	<p>Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.</p>
	6.2.12.A.5.e	<p>Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.</p>	
	<p><b>B. Geography, People, and the Environment</b></p>	6.2.12.B.5.a	<p>Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.</p>
		6.2.12.B.5.b	<p>Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these</p>
	<p>Empire, and</p>		



			events on changing national boundaries in Eastern Europe and Asia.
		6.2.12.B.5.c	Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
		6.2.12.B.5.d	Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.
		6.2.12.B.5.e	Assess the role of boundary disputes and limited natural resources as sources of conflict.
	<b>C. Economics, Innovation, and Technology</b>	6.2.12.C.5.a	Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.
		6.2.12.C.5.b	Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
		6.2.12.C.5.c	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
		6.2.12.C.5.d	Determine the challenges faced by developing nations in their efforts to compete in a global economy.
populations and economies and			new authoritarian regimes during this period.

		6.2.12.C.5.e	Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.
		6.2.12.C.5.f	Assess the impact of the European Union on member nations and other nations.
		6.2.12.C.5.g	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
	<b>D. History, Culture, and Perspectives</b>	6.2.12.D.5.a	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
		6.2.12.D.5.b	Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.
		6.2.12.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
		6.2.12.D.5.d	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.
<b>Era</b>	<b>Contemporary Issues</b>		

<b>6. Contemporary Issues</b>  <b>Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.</b>	<b>A. Civics, Government, and Human Rights</b>	6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
		6.2.12.A.6.b	Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
		6.2.12.A.6.c	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
		6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
	<b>B. Geography, People, and the Environment</b>	6.2.12.B.6.a	Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
		<b>C. Economics, Innovation, and Technology</b>	6.2.12.C.6.a
	6.2.12.C.6.b		Compare and contrast demographic trends in industrialized and developing nations, and evaluate the

**Reading Grades 11-12**

Category	Standard	Description
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			potential impact of these trends on the economy, political stability, and use of resources.
		6.2.12.C.6.c	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
		6.2.12.C.6.d	Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
	<b>D. History, Culture, and Perspectives</b>	6.2.12.D.6.a	Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.
<b>Standard</b>	<b>6.3 Active Citizenship in the 21st Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.		
<b>Content Statement</b>			
	<b>Strand</b>	<b>Indicator #</b>	<b>Indicator</b>
<b>Active citizens in the 21st century:</b>  <ul style="list-style-type: none"> <li>• Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.</li> <li>• Analyze sources of prejudice and discrimination and</li> </ul>	<b>A. Civics, Government, and Human Rights</b>	6.3.12.A.1	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
		6.3.12.A.2	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States

<p>propose solutions to eliminate them.</p> <ul style="list-style-type: none"> <li>• Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.</li> <li>• Critically analyze information, make ethical judgments, and responsibly address controversial issues.</li> <li>• Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.</li> <li>• Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.</li> <li>• Take actions that result in a more just and equitable society.</li> </ul>			with those of other nations, and evaluate the extent to which such problems are universal.
	<b>B. Geography, People and the Environment</b>	6.3.12.B.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
	<b>C. Economics, Innovation, and Technology</b>	6.3.12.C.1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
	<b>D. History, Culture, and Perspectives</b>	6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
		6.3.12.D.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

<b>Key Ideas and Details</b>	CCSS.ELA-LITERACY.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.	
	CCSS.ELA-LITERACY.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	
	CCSS.ELA-LITERACY.RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	
<b>Craft and Structure</b>	CCSS.ELA-LITERACY.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	
	CCSS.ELA-LITERACY.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.	
	CCSS.ELA-LITERACY.RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	
<b>Integration of Knowledge and Ideas</b>	CCSS.ELA-LITERACY.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.	
	CCSS.ELA-LITERACY.RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	
	CCSS.ELA-LITERACY.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.	
<b>Range of Reading and Level of Text Complexity</b>	CCSS.ELA-LITERACY.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.	

## Common Core Literacy Stands for Social Studies

### Writing Grades 11-12

Category	Standard	Description	
Text Types and Purpose	CCSS.ELA-LITERACY.WHST.11-12.1	Write arguments focused on <i>discipline-specific content</i> .	<b>Sub-standard &amp; Description</b>
			<u>CCSS.ELA-LITERACY.WHST.11-12.1.A</u> 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.
			<u>CCSS.ELA-LITERACY.WHST.11-12.1.B</u> 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.
			<u>CCSS.ELA-LITERACY.WHST.11-12.1.C</u> 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.
			<u>CCSS.ELA-LITERACY.WHST.11-12.1.D</u> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
			<u>CCSS.ELA-LITERACY.WHST.11-12.1.E</u> Provide a concluding statement or section that follows from or supports the argument presented.
<b>Sub-standard &amp; Description</b>			

	CCSS.ELA-LITERACY.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	<p><u>CCSS.ELA-LITERACY.WHST.11-12.2.A</u> 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, graphics, and multimedia when useful to aiding comprehension.</p> <p><u>CCSS.ELA-LITERACY.WHST.11-12.2.B</u> 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.</p> <p><u>CCSS.ELA-LITERACY.WHST.11-12.2.C</u> 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.</p> <p><u>CCSS.ELA-LITERACY.WHST.11-12.2.D</u> 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.</p> <p><u>CCSS.ELA-LITERACY.WHST.11-12.2.E</u> Provide a concluding statement or section that follows from and supports the information or explanation provided</p>
<b>Production and Distribution of Writing</b>	CCSS.ELA-LITERACY.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
	CCSS.ELA-LITERACY.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.	



	CCSS.ELA-LITERACY.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.
<b>Research to Build and Present Knowledge</b>	CCSS.ELA-LITERACY.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a 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.
	CCSS.ELA-LITERACY.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.
	CCSS.ELA-LITERACY.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
<b>Range of Writing</b>	CCSS.ELA-LITERACY.WHST.11-12.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> Western Studies: <b>Unit 1</b> U.S. History 2: Emergence of Modern America</p>	<p><b>Unit Summary:</b> 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 &amp; military rise was accomplished through modern industrialization &amp; 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 &amp; urbanization were addressed in many ways by the Progressive Reform Movement. 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. 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><b>Grade Level(s):</b> <b>11</b></p>	
<p><b>Essential Question(s):</b></p> <ol style="list-style-type: none"> <li>1. Why do we study history?</li> <li>2. How are literature and history connected?</li> <li>3. How can studying history help us understand literature, music and art?</li> <li>4. How are themes in history and literature applicable to contemporary life?</li> <li>5. How and why do populations change?</li> <li>6. What unique problems arise from urban expansion?</li> <li>7. How does society address the needs of its people?</li> <li>8. How does industry affect international relations?</li> <li>9. Is war inevitable?</li> <li>10. How do attitudes and values change because of war?</li> </ol>	<p><b>Enduring Understanding(s) and Topics:</b></p> <ol style="list-style-type: none"> <li>1. Understanding the past allows an individual to construct meaning for the present.</li> <li>2. Themes in history are universal and, generally, transcend culture and literature.</li> <li>3. One's understanding of his/her own culture is expanded by exposure to various cultural experiences</li> <li>4. Understanding the past is crucial to living responsibly in the present and planning for the future.</li> <li>5. Immigration:             <ul style="list-style-type: none"> <li>- Immigration has a powerful impact on labor relations, urbanization, the environment, and cultural values and creates tensions between ethnic and social groups.</li> </ul> </li> <li>6. Urbanization:             <ul style="list-style-type: none"> <li>- Technological developments and unregulated business practices revolutionize transportation, manufacturing, and consumption and change the daily lives of Americans</li> </ul> </li> <li>7. Progressivism:</li> </ol>

- 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 or 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;
10. Evaluate the ways women organized to change government.	WHST.11-12.1.2
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
12. Assess the role of unions in advocating for workers’ rights.	9. 6.1.12.D.6.c
13. Determine the role raw materials and land played in the rise of imperialism at the turn of the century.	10. 6.1.12.A.6.b
14. Interpret political cartoons that reflect the attitudes towards imperialism.	11. 6.1.12.B.6.b
15. Evaluate the roles of Teddy Roosevelt, Howard Taft, and Woodrow Wilson during the age of imperialism.	12. 6.1.12.C.6a
16. List the causes for WWI and explain why the United States tried to remain neutral.	13. 6.1.12.B.6.a; 6.1.12.C.6.b;
17. Critic the effectiveness of propaganda during WWI.	6.1.12.B.7.a;
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.	14. 6.3.12.4
20. Assess the long-term impact of the war on women and African Americans.	15. 6.1.12.D.6.b;
21. Appraise the effectiveness of the Treaty of Versailles to create lasting peace.	WHST.11-12.4
22. Judge Woodrow Wilson’s leadership skills during WWI.	16. 6.1.12.A.7.a
23. Use primary source documents to sustain a thesis statement and draw conclusions (DBQ)	17. 6.1.12.D.7.b
24. Develop questions, take notes, and formulate a summary based on classroom activities (Cornell Note)	18. 6.1.12.A.7.b
	19. 6.1.12.C.7.a;
	RH.11-12.5
	20. 6.1.12.C.7.b
	21. 6.1.12.A.7.c
	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

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> Western Studies: U.S. History 2: <b>Unit 2</b> International Collapse and Recovery</p>	<p><b>Unit Summary:</b> 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 &amp; turning to their elected leaders to solve economic problems. 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 &amp; transform the United States into a global superpower.</p>
<p><b>Grade Level(s):</b> <b>11</b></p>	
<p><b>Essential Question(s):</b></p> <ol style="list-style-type: none"> <li>1. Why do we study history?</li> <li>2. How are literature and history connected?</li> <li>3. How can studying history help us understand literature, music and art?</li> <li>4. How are themes in history and literature applicable to contemporary life?</li> <li>5. How and why do populations change?</li> <li>6. What unique problems arise from urban expansion?</li> <li>7. How does society address the needs of its people?</li> <li>8. What is the difference between needs and wants?</li> <li>9. How does industry affect international relations?</li> <li>10. Should government provide goods and services?</li> <li>11. Is war inevitable?</li> <li>12. How do attitudes and values change because of war?</li> <li>13. How is power gained, used, and justified?</li> </ol>	<p><b>Enduring Understanding(s) and Topics:</b></p> <ol style="list-style-type: none"> <li>1. Understanding the past allows an individual to construct meaning for the present.</li> <li>2. Themes in history are universal and, generally, transcend culture and literature.</li> <li>3. One's understanding of his/her own culture is expanded by exposure to various cultural experiences</li> <li>4. Understanding the past is crucial to living responsibly in the present and planning for the future.</li> </ol> <p>The 1920's:</p> <ul style="list-style-type: none"> <li>- Postwar attitudes are characterized as a time of social, economic, technological, and political change.</li> <li>- Postwar outlooks are a time of emerging isolation, racial and social tensions, and economic problems.</li> </ul> <p>Great Depression</p> <ul style="list-style-type: none"> <li>- An unbalanced economy produces unemployment which will ripple throughout the market affecting different groups of people in different ways in varying degrees.</li> </ul> <p>New Deal</p> <ul style="list-style-type: none"> <li>- Americans come to a new understanding regarding business regulations and government entitlements.</li> </ul> <p>WWII</p> <ul style="list-style-type: none"> <li>- Deprivation can lead to totalitarian forms of government</li> </ul>

14. How does belief influence action?	<ul style="list-style-type: none"><li>- America emerges from WWII as a clear co-leader of the world with the Soviet Union.</li><li>- 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</li><li>- America aids countries rebuild and strengthen capitalist systems, especially our former enemies, Germany and Japan</li></ul>
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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
	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

<ol style="list-style-type: none"> <li>21. Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.</li> <li>22. Analyze how other nations responded to the Great Depression.</li> <li>23. Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.</li> <li>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.</li> <li>25. Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.</li> <li>26. Evaluate the effectiveness of international agreements following WWI in preventing international disputes during the 1920s and 1930s</li> <li>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.</li> <li>28. Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.</li> <li>29. Analyze the decision to use the atomic bomb and the consequences of doing so.</li> <li>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.</li> <li>31. Explain the role that geography played in the development of military strategies and weaponry in WWII.</li> <li>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.</li> <li>33. Relate new wartime inventions to scientific and technological advancements in the civilian world.</li> <li>34. Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of WWII.</li> <li>35. Evaluate the role of New Jersey and prominent New Jersey citizens in WWII.</li> <li>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.</li> <li>37. Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</li> <li>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.</li> <li>39. Use primary source documents to sustain a thesis statement and draw conclusions (DBQ)</li> <li>40. Develop questions, take notes, and formulate a summary based on classroom activities (Cornell Notes)</li> </ol>	<ol style="list-style-type: none"> <li>28. 6.1.12.A.11.c</li> <li>29. 6.1.12.A.11.d</li> <li>30. 6.1.12.A.11e</li> <li>31. 6.1.12.B.11.a</li> <li>32. 6.1.12.C.11a</li> <li>33. 6.1.12.C.11.b</li> <li>34. 6.1.12.D.11.a</li> <li>35. 6.1.12.D.11.b</li> <li>36. 6.1.12.D.11.c</li> <li>37. 6.1.12.D.11.d; RH.11-12.2,5,9; WHST.11-12.5</li> <li>38. 6.1.12.D.11e</li> <li>39. RH.11- 12.1.2.3.7.9.10; WHST.11- 12.1.2.4.8.9.10</li> <li>40. RH.11-12.2.4.7; WHST.11-12.8.10</li> </ol>
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### 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
  - a. 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.
  - b. 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:**

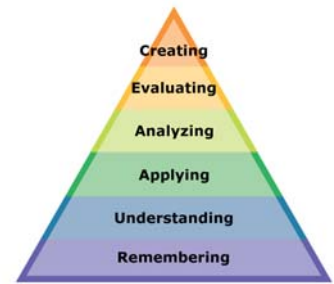
- Great Depression Family Budget: come to agreements about how to adjust a new family income. What is important to the family status and what is not?
- New Deal Public Works Program: Create a program for the school that would provide benefits to the students as well as jobs for the community. Projects 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 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> Western Studies: U.S. History 2: Postwar Changes and Growth (1945-1970)</p>	<p><b>Unit Summary:</b></p> <p>This unit is designed to teach about the economic, social &amp; 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 &amp; 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><b>Grade Level(s):</b> 11</p>	
<p><b>Essential Question(s):</b></p> <ol style="list-style-type: none"> <li>1. Why do we study history?</li> <li>2. How are literature and history connected?</li> <li>3. How can studying history help us understand literature, music and art?</li> <li>4. How are themes in history and literature applicable to contemporary life?</li> <li>5. How and why do populations change?</li> <li>6. What unique problems arise from urban expansion?</li> <li>7. How does society address the needs of its people?</li> <li>8. What is the difference between needs and wants?</li> <li>9. How does industry affect international relations?</li> <li>10. Should government provide goods and services?</li> <li>11. Is war inevitable?</li> </ol>	<p><b>Enduring Understanding(s) and Topics:</b></p> <ol style="list-style-type: none"> <li>1. Understanding the past allows an individual to construct meaning for the present.</li> <li>2. Themes in history are universal and, generally, transcend culture and literature.</li> <li>3. One's understanding of his/her own culture is expanded by exposure to various cultural experiences</li> <li>4. Understanding the past is crucial to living responsibly in the present and planning for the future.</li> <li>5. The Cold War:             <ul style="list-style-type: none"> <li>● 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.</li> </ul> </li> <li>6. 1950s:             <ul style="list-style-type: none"> <li>● 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</li> </ul> </li> </ol>

<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"><li>• 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.</li></ul> <p>8. Activism:</p> <ul style="list-style-type: none"><li>• 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.</li></ul> <p>9. Vietnam:</p> <ul style="list-style-type: none"><li>• 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.</li></ul>
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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. Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.	2. 6.1.12.A.12.b
3. Explain how the Arab-Israeli conflict influenced American foreign policy.	3. 6.1.12.A.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.	4. 6.1.12.B.12.a
5. Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.	5. 6.1.12.C.12.a
6. Assess the impact of agricultural innovation on the world economy.	6. 6.1.12.C.12.b
7. Analyze how scientific advancements impacted the national and global economies and daily life.	7. 6.1.12.C.12.c
8. Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.	8. 6.1.12.C.12.d
9. Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.	9. 6.1.12.D.12.a
10. Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.	10. 6.1.12.D.12.b
11. Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.	11. 6.1.12.D.12.c
12. Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.	12. 6.1.12.D.12.d; WHST.11-12.1,2
13. Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.	13. 6.1.12.D.12.e; WHST.11-12.6,7
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.	14. 6.1.12.A.13.a
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.	15. 6.1.12.A.13.b
16. Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.	16. 6.1.12.A.13.c
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.	17. 6.1.12.B.13.a
18. Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.	18. 6.1.12.B.13.b
	19. 6.1.12.C.13.a
	20. 6.1.12.C.13.b
	21. 6.1.12.C.13.c
	22. 6.1.12.C.13.d
	23. 6.1.12.D.13.a;
	24. 6.1.12.D.13.b; WHST.11-12.1,2; RH.11-12.1,2,3,9
	25. 6.1.12.D.13.c; WHST.11-12.1,2; RH.11-12.1,2,3,8
	26. 6.1.12.D.13.d
	27. 6.1.12.D.13.e
	28. 6.1.12.D.13.f
	29. RH.11-
	12.1.2.3.7.9.10; WHST.11-
	12.1.2.4.8.9.10
	30. RH.11-12.2.4.7;

<p>19. 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>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 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit 4:</b> Western Studies: U.S. History 2: Modern American Politics (1970-Today)</p>	<p><b>Unit Summary:</b> 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 &amp; 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, &amp; tensions over immigration.</p>
<p><b>Grade Level(s):</b> 11</p>	
<p><b>Essential Question(s):</b></p> <ol style="list-style-type: none"> <li>1. Why do we study history?</li> <li>2. How are literature and history connected?</li> <li>3. How can studying history help us understand literature, music and art?</li> <li>4. How are themes in history and literature applicable to contemporary life?</li> <li>5. How and why do populations change?</li> <li>6. How does society address the needs of its people?</li> <li>7. What is the difference between needs and wants?</li> <li>8. How does industry affect international relations?</li> <li>9. Should government provide goods and services?</li> </ol>	<p><b>Enduring Understanding(s) and Topics:</b></p> <ol style="list-style-type: none"> <li>1. Understanding the past allows an individual to construct meaning for the present.</li> <li>2. Themes in history are universal and, generally, transcend culture and literature.</li> <li>3. One's understanding of his/her own culture is expanded by exposure to various cultural experiences</li> <li>4. The ability to link cause and effect from past events builds the ability to predict possible outcomes.</li> <li>5. Post-Vietnam War Aftermath: <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li> <li>6. Conservative Revolution: <ul style="list-style-type: none"> <li>• After the political, social, and cultural upheavals on the 1960s and 1970s, Americans wanted to return to a smaller government and more conservative ideas.</li> </ul> </li> <li>7. Political Polarization: <ul style="list-style-type: none"> <li>• The United States faced challenging issues at home, as immigration and an aging population changed the demographics of American society.</li> </ul> </li> </ol>

<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"><li>● As the old Soviet block collapsed, the United States remained the only superpower creating new challenges in world politics.</li></ul>
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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 or 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
	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>19. Determine the impact of the changing role of labor unions on the economy, 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>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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<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 global use of new technologies.</p> <p>38. Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.</p> <p>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.</p> <p>40. Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.</p> <p>41. Predict the impact of technology on the global workforce and on entrepreneurship.</p> <p>42. Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.</p> <p>43. Analyze the impact of American culture on other world cultures from multiple perspectives.</p> <p>44. Explain how and why technology is transforming access to education and educational practices worldwide.</p> <p>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.</p> <p>46. Use primary source documents to sustain a thesis statement and draw conclusions (DBQ).</p> <p>47. Develop questions, take notes, and formulate a summary based on classroom activities (Cornell Notes).</p>	
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**Inter-Disciplinary Connections:**

<p><b>Experiential:</b> 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.</p> <ul style="list-style-type: none"> <li>- Trip to the Constitution Center in Philadelphia; Marrakesh Restaurant</li> </ul> <p><b>Language Arts:</b> <i>Washington Rules; Exit with Honor: The Life and Presidency of Ronald Reagan; Charlie Wilson’s War</i></p> <ul style="list-style-type: none"> <li>● Literature pieces (focused on by English counterpart) that reflect the historical themes of fear of the outsider and consolidation of power <ul style="list-style-type: none"> <li>○ <i>Macbeth</i></li> <li>○ <i>Renaissance literature</i></li> <li>○ <i>Watchmen</i></li> </ul> </li> </ul> <p><b>Music:</b> World Music, such as Amnesty International music link which address human rights issues</p>
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Write and present a rap song about an event in the 21<sup>st</sup> 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, etal; 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