

United States History II

Grade 11

Prepared by:
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Superintendent of Schools:

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Approved by the Midland Park Board of Education on
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Born on August 22, 2022

Midland Park High School
United States History II CP

Course Description:

United States History II will implement the students' knowledge base and skill levels learned in US History CP. This course is designed to help the 11th graders develop an in-depth understanding of the political, economic, technological, cultural and social development of U. S. History from the end of the 19th century to the present. The course closely parallels and is integrated with the 11th grade English course, linking historical periods with literature representative and reflective of those times. The predominant theme of the year's study is Establishing Identity - a concept integrating the aspects and parameters of identity and how we interact, confront, grow, and change into a world power. Students will participate in a variety of in-class and out-of-class learning activities designed to develop historical knowledge, cultural understanding, appreciation and respect for diversity, critical and analytical thinking skills and an ability to incorporate this learning with that acquired in English and other humanities.

Suggested Course Sequence:

Unit 1: *Emergence of the Modern United States*: 8 weeks

Unit 2: *Prosperity and Depression*: 8 weeks

Unit 3: *World War II and Postwar America*: 8 weeks

Unit 4: *Challenges and Changes*: 8 weeks

Unit 5: *Changing and Enduring Issues*: 8 weeks

Mid-term and Final Exam: 1 week

Prerequisite: United States History I

UNIT # 1
Overview

Content Area: United States History II

Unit Title: Emergence of the Modern United States	
Grade Levels: 11th	
<p>Core Ideas: Unit Summary: Emergence of the Modern United States presents the United States as it moves outward in a new century. The unit describes the Progressives push for social and political reforms on issues including: urban poor, women’s rights, discrimination and civil rights. In addition, the unit introduces the strong United States’ desire to imperialize to become a world powerhouse beginning with the Spanish American War. New economic interests and foreign policies lead to tensions in East Asia and conflict in Latin America. Finally, the unit will examine the causes of World War I, the US involvement in Europe and the home front, peace and effects of the war at home and internationally.</p>	
Standards (Content and Technology)	
CPI# 6.1	Statement:
Performance Expectations (NJSLs)	
12.A.6.a	Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
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.
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., Plessy v. Ferguson) and state and local governmental policies.
12.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
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.

12.C.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
12.C.6.b	Determine how supply and demand influence price and output during the Industrial Revolution.
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.
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.	
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.
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.
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.
12.A.7.b	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.
12.A.7.c	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
12.B.7.a	Explain how global competition by nations for land and resources led to increased militarism.
12.C.7.a	Determine how technological advancements affected the nature of World War I on land, on water, and in the air.

12.C.7.b	Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.
12.D.7.a	Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.

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.
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.
NJSLS#	Active Citizenship in the 21st Century
6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.1.23.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations
Computer Science and Design Thinking (standard 8)	
8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which made individuals, businesses, and governments have an ethical role in decisions that are made.
Interdisciplinary Connection from New Jersey Science Standards.2020	
HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity
HS-ESS3-4	Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural resources

Companion Standards ELA/L	
NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Cross-Cultural Statements / Mandates (Amistad, Holocaust, LGBT, SEL, etc...)	

<p><i>Amistad:</i> the formation of the NAACP; African American troops in World War I <i>Asian American and Pacific Islanders:</i> Imperialism of Hawaii, Philippines; need for new global markets and natural resources, <i>Holocaust:</i> Armenian Genocide <i>SEL:</i> <i>Responsible Decision Making:</i> Evaluate the personal, ethnical, safety and civic impact of decisions: Treaty of Versailles and League of Nations; the rise of authoritarian governments <i>Awareness of Social Interaction:</i> Women’s movement, temperance movement</p>	
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● What were the causes and effects of the Progressive Movement? ● How did the United States become a global power? <ul style="list-style-type: none"> ● What caused the United States to become involved in World War I, and how did the United States change as a result of its involvement? ● Should strong nations control weak states? ● Is war necessary? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● It is the role of both government and private organizations to ensure the health and welfare of all citizens. ● Stronger nations imperialize to strengthen trade and military. ● War is necessary.
Evidence of Learning	
<p>Formative Assessments: Create web page, powerpoint, video, poster, issue connectors to the world, subject projects, timelines, newspaper, journals/diaries, presidential studies, battle studies, research on modern weaponry</p> <p>Summative/Benchmark Assessment(s): Tests, essays, homework, DBQs, maps, comparison charts, Q and A, Supreme Court cases, cultural reflections</p>	

<p>Resources/Materials (copy hyperlinks for digital resources): Textbook: <i>United States History by Lapsansky Werner</i>, Textbook for AP US II: <i>American History: A Survey</i> by Brinkley, powerpoints, primary sources, text material, library, web sites pertinent to subject, Jacob Riis’ <i>How the Other Half Lives</i>, Upton Sinclair’s <i>The Jungle</i>, <i>All Quiet on the Western Front</i>, art of the era</p> <p>Links: www.pearsonschool.com/ushist www.history.com www.loc.gov www.cspan.org</p>	<p>Key Vocabulary: Imperialism World War I Progressive Movement Environmental Movement Women’s Rights Authoritarian governments</p> <p>Theodore Roosevelt William Howard Taft Woodrow Wilson</p>
<p>Suggested Pacing Guide</p>	

Lesson Name / Topic	Student Learning Objective(s)	Suggested Tasks / Activities:	Day(s) Complete
Reform	To understand, then analyze the drive for reform at the end of the 19th century	Articles, discussion, gallery walk on the need for reforms regarding living conditions, work conditions, fire safety	2-3 class periods
Women	To understand, then analyze and evaluate why women made progress	Discuss the role of women in WWI and how it led to the 19th Amendment	1 class period
Discrimination	To understand, then analyze the struggle against discrimination	Discuss the National Advancement of African American; articles and questions on Booker T.	2 class periods

	Washington and WEB du Bois	
Theodore Roosevelt	To understand, then analyze and evaluate T. Roosevelt's domestic policies	Chart Roosevelt's Square Deal, <i>The Jungle</i> excerpt, policies on the environment
	To understand, then analyze and evaluate Wilson's domestic policies	Chart Wilson's key policies including Child Labor, Tariffs and the environment
Imperialism	To understand then analyze the roots of Imperialism	Discussion, articles and maps on US need for global markets and natural resources leading to world power
Spanish-American War	To understand, then evaluate the Spanish American War and its impact on America	Articles, discussion of the War and what the US gained after victory against Spain
Asia	To understand, then analyze the opening of US in Asia	US annexation of Hawaii, Guam, Samoa, Philippines
Latin America	To understand the new foreign policy in Latin America	Read and discuss the Roosevelt Corollary to the Monroe Doctrine

World War I	To understand the causes of WWI for America	Discussion, articles of unrestricted submarine warfare, Zimmermann Telegram	2 class periods
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Homefront	To understand, then analyze the impact of War on the Homefront	Topics including Women in the workforce, and the roles of minorities at home with questions	1-2 class periods
War and Peace	To understand, then analyze and evaluate the goals for peace after WWI	Read Wilson's Fourteen Points, parts of Versailles Treaty and the League of Nations and determine which plan should have solved the issues of WWI	2-3 class periods
Effects of War	To understand, then analyze how WWI affected the US domestically and globally	US refusal to ratify the Treaty of Versailles, the Dawes Act of 1924, US policy of isolationism	3 class periods
Teacher Notes:			
Additional Resources:			
Differentiations/Modifications Strategies			
Students with Disabilities		English Language Learners	

<ul style="list-style-type: none"> ● Consult student IEP - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Consult Student ELL Plan - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions, and explanations - Allow extended time to answer questions - Accept participation at any level, even one word
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G and T teacher - Provide extension activities - Build on students' intrinsic motivations - Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Consult with I & RS as needed - Provide extended time to complete tasks - Consult with Guidance Counselors and follow I&RS procedures/action plans - Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary
504 Students	Other:
<ul style="list-style-type: none"> ● Consult 504 Plan 	

UNIT # 2
Overview
Content Area: United States History II
Unit Title: Prosperity and Depression
Grade Levels: 11th
<p>Core Ideas:</p> <p>Unit Summary: Prosperity and Depression looks at the growth of American affluence after World War I. The unit examines the Roaring Twenties including the American economy, the political landscape of Harding, Coolidge, and Hoover and the cultural developments including: cultural divisions, and the Harlem Renaissance. The unit continues with the causes of the Great Depression and the impact on American citizens and institutions and the actions taken by American leaders to solve the issue. Finally, the unit will explore Franklin Roosevelt's New Deal and evaluate the economic, social and political effects of these programs on the United States.</p>

Standards (Content and Technology)

CPI# 6.1	Statement:
Performance Expectations (NJSLs)	
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.
12.A.8.b	Compare and contrast the global marketing practices of the United States factories and farms with American public opinion and government policies that favored isolationism
12.A.8.c	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
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.
12.C.8.a	Analyze the push-pull factors that led to the Great Migration.

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.
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
12.D.8.b	Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
12.A.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.
12.B.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
12.C.9.a	Explain how the government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.

12.C.9.b	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.
12.C.9.c	Explain the interdependence of various parts of a market economy.
12.C.9.d	Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.
12.D.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse
12.D.9.b	Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
12.A.10.a	Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal.
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.

12.A.10.c	Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
12.B.10.a	Assess the effectiveness of New Deal programs designed to protect the environment
12.C.10.a	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
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.
12.D.10.a	Analyze how other nations responded to the Great Depression

12.D.10.b	Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
12.D.10.c	Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.
12.D.10.d	Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.
NJSLS#	Active Citizenship in the 21st Century
6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.4.12.CI.1	Demonstrate the ability to reflect, analyzed, and use the creative skills and ideas
9.4.12.IML.8	Evaluate media sources for point of view, bias and motivations
Computer Science and Design Thinking (standard 8)	

8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, business, and government have an ethical role in decisions that are made.
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
Interdisciplinary Connection from New Jersey Science Standards.2020	
HS-ETS1-1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
HS-LS2-8	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

Companion Standards ELA/L	
RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Cross-Cultural Statements / Mandates (Amistad, Holocaust, LGBT, SEL, etc...)	
<p>Amistad: the Great Migration, the Harlem Renaissance, the policies of the Great Depression</p> <p>Asian American and Pacific Islanders: US foreign policy with Asia, the Five Power Treaty and the Nine Power Treaty</p> <p>Handicapped: FDR and the need to hide his disability of polio from the media and public</p> <p>SEL:</p> <p>Social Awareness: Recognize and identify the thoughts, feelings, and perspectives of others Demonstrate an awareness of differences among individuals, groups and others cultural background</p> <p>Relationship Skills: Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</p>	
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● How did the United States experience both economic growth and social change in the decade after World War I? ● Does prosperity create inequality? ● Should the government intervene with an economic crisis? ● How did the Great Depression happen, and how did Americans respond to it? ● How did the New Deal respond to the ravages of the depression and change the role of the federal government? ● Should presidential power be expanded during a crisis? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● The 1920s were a time of great inequality. ● The role of the federal government during economic crisis: laissez-faire or intervention. ● Leaders with too much power are dangerous; abuse of power is easy and thus detrimental to citizenry

Evidence of Learning
<p>Formative Assessments: Create web page, powerpoint, video, poster, issue connectors to the world, subject projects, timelines, journals/diaries, presidential studies, battle studies, scrapbook pages, photography study</p> <p>Summative/Benchmark Assessment(s): Tests, essays, homework, DBQs, maps, comparison charts, Q and A, Supreme Court cases, cultural reflections</p>

Resources/Materials (copy hyperlinks for digital resources): Textbook: <i>United States History by Lapsansky-Werner</i>, Textbook for AP US II: <i>American History: A Survey</i> by Brinkley, powerpoints, primary sources, text material, library, websites pertinent to subject, literature of the Harlem Renaissance, Fireside Chats		Key Vocabulary: Disillusionment Flappers Roaring Twenties the Automobile Buying on margin Stock Market Crash Great Depression William Harding Calvin Coolidge Herbert Hoover Franklin Delano Roosevelt	
Suggested Pacing Guide			
Lesson Name / Topic	Student Learning Objective(s)	Suggested Tasks / Activities:	Day(s) Complete
Booming Economy	To understand, then analyze why the economy of the 1920s soared	Discussion and questions on the post War feelings of disillusionment and how it led to the use of credit to purchase goods, no credit check	3 class periods
Business of Government	To understand, then analyze how the government chose <i>laissez-faire</i> politics and isolationism	Articles and political cartoon on Harding, Coolidge and Hoover political belief to let business regulate itself	2 class periods
Tensions	To understand, then evaluate the social and cultural tensions of the 1920s	Excerpts with questions on flappers and traditional women; photo study of flappers, rise of middle class, new appliances for home, automobiles	2 class periods

<p>Harlem Renaissance</p>	<p>To understand, then analyze the writings of the Harlem Renaissance's reflection of society</p>	<p>Article excerpts on various writers including Langston Hughes, Zora Neale Hurston, music of Louis Armstrong, the birth of the Cotton Club</p>	<p>1-2 class periods</p>
<p>Causes of the Depression</p>	<p>To understand, then analyze the economic conditions which led to the Great Depression</p>	<p>No business regulations, no credit checks on individuals, buying stocks on margin</p>	<p>3 class periods</p>
<p>Hard Times</p>	<p>To understand, then analyze the harsh conditions in America during the Great Depression</p>	<p>Discussion on articles, photo study on American families regarding impact of Great Depression</p>	<p>2 class periods</p>
<p>Hoover</p>	<p>To understand, analyze and evaluate Hoover's response to the Great Depression</p>	<p>Discussion on Hoover's policy of laissez-faire, Rugged Individualism, the Bonus Army, Reconstruction Finance Corps</p>	<p>2 class periods</p>
<p>Franklin D. Roosevelt</p>	<p>To understand, analyze, and evaluate FDR and the New Deal</p>	<p>Election study of 1932 and the introduction of the New Deal and to use government intervention to aid American people</p>	<p>3 class periods</p>

Effects	<p>To understand and analyze the effects of the New Deal on various regions of American society</p> <p>Chart, discussion on the policies of the New Deal with relief, reform and recovery</p>	2-3 class periods
Culture	<p>To understand, then synthesize the importance of escapism during the Great Depression</p> <p>Culture study and discussion on the importance of the radio, Mickey Mouse, comics, songs, and movies of the era</p>	2-3 class periods
Teacher Notes:		
Additional Resources:		
Differentiations/Modifications Strategies		
Students with Disabilities	English Language Learners	

<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Consult Student ELL Plan - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions, and explanations - Allow extended time to answer questions - Accept participation at any level, even one word
Gifted & Talented Students	Students at Risk

<ul style="list-style-type: none"> ● Consult with G and T teacher - Provide extension activities - Build on students' intrinsic motivations - Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Consult with I & RS as needed - Provide extended time to complete tasks - Consult with Guidance Counselors and follow I&RS procedures/action plans - Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary
504 Students	Other:
<ul style="list-style-type: none"> ● Consult 504 Plan 	

UNIT # 3
Overview

Content Area: United States History II

Unit Title: World War II and Postwar America
Grade Levels: 11th

<p>Core Ideas: Unit Summary: World War II and Postwar America: traces the causes of the Second World War with the rise of totalitarian governments in Europe and Asia and the factors that the United States led the United States to abandon its isolationist policies to join the Allies' struggle against the Axis Powers. This unit also examines the role the United States played in the Europe and Pacific Theaters, the American Homefront, major Allied victories that ended the war; in addition students will discuss the mistreatment of the Jewish prisoners during the Holocaust and then analyze the effects of the war domestically and internationally. The unit continues with the Cold War between the United States and Soviet Union and how the tensions lead to the Korean Conflict, the expansion of nuclear programs creating anxiety of Americans. Finally, the unit describes the United States during the 1950s to include economic growth, Americans migration to the Sunbelt, the evolution of mass culture and family life and discusses why some Americans criticized social change.</p>		
Standards (Content and Technology)		
CPI# 6.1		Statement:
Performance Expectations (NJSL)		

12.A.11.a	Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.
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.
12.A.11.c	Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
12.A.11.d	Analyze the decision to use the atomic bomb and the consequences of doing so.
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.
12.B.11.a	Explain the role that geography played in the development of military strategies and weaponry in World War II.
12.C.11.a	Apply opportunity cost and trade-offs to evaluate the shift in economic resources from the production of domestic to military goods during World War II, and analyze the impact of the post-war shift back to domestic production.
12.C.11.b	Relate new wartime inventions to scientific and technological advancements in the civilian world.
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.

12.D.11.b	Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
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.
12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

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.
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.
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
12.A.12.c	Explain how the Arab-Israeli conflict influenced American foreign policy.
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.
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.
12.C.12.b	Assess the impact of agricultural innovation on the world economy.
12.C.12.c	Analyze how scientific advancements impacted the national and global economies and daily life.
12.C.12.d	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

12.D.12.a	Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
12.D.12.b	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
12.D.12.c	Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.

12.D.12.d	Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.
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.
NJSLS#	Active Citizenship in the 21st Century
6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations
Computer Science and Design Thinking (standard 8)	
8.2.12.EC.1	Analyze controversial technologic issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made
8.2.12.EC.3	Synthesize data, analyzed trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
Interdisciplinary Connection from New Jersey Science Standards.2020	
HS-ETS1-1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
Companion Standards ELA/L	

NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Cross-Cultural Statements / Mandates (Amistad, Holocaust, LGBT, SEL, etc...)	

LGBQ: Lavender Scare in military and McCarthyism

Asian American and Pacific Islanders: Washington Conference, the Atomic Bomb, Korean War, Vietnam War

Holocaust: German Concentration Camps, Japanese Internment Camps with *Korematsu v. US*, The St. Louis Incident, creation of international organizations to protect human rights **Amistad:** Tuskegee Airmen, Executive Order 9981 by Truman to desegregate troops **Handicap:** the invention of the polio vaccine by Salk

SEL

Social Awareness: Recognize and identify the thoughts, feeling and perspectives of others

Responsible Decision Making: Develop, implement and model effective problem solving and critical thinking skills

Unit Essential Question(s):

- What events caused World War II, and how did the United States become involved?
- What impact did World War II have on America and the world?
- What were the causes, main events, and effects of the early Cold War?
 - How did social and economic changes after World War II affect Americans?

Unit Enduring Understandings:

- America intervention in foreign crises is guided by policy, economy and national security.
- Even when a nation is threatened, the rights of the accused must be protected.
- World War II created a nation confident with its global position and an anxious citizenry.

Evidence of Learning

Formative Assessments: Create web page, powerpoint, video, poster, issue connectors to the world, subject projects, timelines, journals/diaries, presidential studies, battle studies

Summative/Benchmark Assessment(s): Tests, essays, homework, DBQs, maps, comparison charts, Q and A, Supreme Court cases, cultural reflections

Resources/Materials (copy hyperlinks for digital resources):

Textbook: *United States History* by Lapsansky-Werner, **Textbook for AP US II:** *American History: A Survey* by Brinkley, powerpoints, primary sources, text material, library, web sites pertinent to subject, *Korematsu v. US*

Links:

www.pearsonschool.com/ushist

www.history.com

www.loc.gov

Key Vocabulary:

Suggested Pacing Guide

Lesson Name / Topic	Student Learning Objective(s)	Suggested Tasks / Activities:	Day(s) Complete
Dictators	To understand, then analyze the rise of Nazism and Fascism in Europe and how it led to war	Articles and discussion on Mussolini, Franco, Hitler with goal to militarize all of Europe	2 class periods
Isolationism to War	To understand, then analyze the US position to stay out of war	Neutrality Acts of 1935, 1937 and 1939, read and discuss; cartoons on Lend Lease Policy	1-2 class periods
War	To understand why the US went to war	Articles and pictures on Pearl Harbor	1 class period
Tide Turns	To understand, then analyze how the US turned the tide of the war towards the Allies	Maps and Battle StudyWin in the Battle of Coral Seas and then the islands going to Japan; articles on the Casablanca, Tehran, Yalta Conferences to set up Allies unified military goals	2-3 class periods
Homefront	To understand, analyze and evaluate the Homefront of World War II	Discussion, pictures and articles on US Savings Bonds, Rosie the Riveter, rationing, unified American people	2-3 class periods

Victory	To understand then analyze how the Allies won the war		how the Cold War affected Americans	McCarthy
		Economic Boom	To understand, then analyze how WWII created a post war economy	GI Bill, eral High technolog Space Ra
Holocaust	To understand, then analyze the Holocaust and global tion			
		Society	To understand, then analyze the rise of mobilization in American society	Suburban Federal fordable ing GIs, mobile in
Cold War	To understand, then analyze the beginnings of the Cold War's effects on the global			
		Mass Culture	To understand, then analyze the change in culture in post war America	study the Jackson Bill Hale Beatniks society, vations
Korean War	To understand, then analyze the Korean War on the global stage			
				2 class periods
Cold War Expands	To understand, then evaluate how the Cold War expanded			1-2 class periods
Cold War at Home	To understand, then analyze			

2 class periods 2 class periods

2 class periods 1 class period

2-3 class periods

1 class period 3 class periods

Discontent	<p>To understand, then analyze the discontent in American society</p> <p>Articles and discussions on Martin Luther King and the beginning of the Civil Rights movement</p>	2 class periods
Teacher Notes:		
Additional Resources:		
Differentiations/Modifications Strategies		
Students with Disabilities	English Language Learners	
<ul style="list-style-type: none"> ● Consult student IEP - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Consult Student ELL Plan - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions, and explanations - Allow extended time to answer questions - Accept participation at any level, even one word 	
Gifted & Talented Students	Students at Risk	

<ul style="list-style-type: none"> ● Consult with G and T teacher - Provide extension activities - Build on students' intrinsic motivations - Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Consult with I & RS as needed - Provide extended time to complete tasks - Consult with Guidance Counselors and follow I&RS procedures/action plans - Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary
504 Students	Other:
<ul style="list-style-type: none"> ● Consult 504 Plan 	

UNIT # 4
Overview
Content Area: United States History II
Unit Title: Challenges and Change

<p>Core Ideas:</p> <p>Unit Summary: Challenges and Change: investigates the issues that caused turbulence within the United States after World War II. First, the unit looks at the civil rights movement from 1940s through 1970s, the challenges it faced and the significant gains it made securing the rights of African Americans. Next the unit focuses on the policies of the Kennedy and Johnson administrations, including Kennedy's response to the Cold War, his New Frontier program, and Johnson's Great Society. Next, the unit looks at the causes of the Vietnam War, the increasing domestic tensions as a result of the war both domestically and internationally, and Nixon's new approach to American foreign policy. The unit next discusses the rise of the counterculture and describes different protest movements that grew during the 1960s and 1970s including the women's rights movement, the Chicano movement and the environmental issue. Finally, the unit analyzes the causes and effects of the Watergate scandal and compares and contrasts the foreign and domestic policies of the Ford and Carter administrations.</p>		
Standards (Content and Technology)		
CPI# 6.1		Statement:
Performance Expectations (NJSL)		

12.A.13.a	Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
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, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
12.A.13.c	Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.
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.
12.B.13.b	Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.
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.
12.C.13.b	Evaluate the effectiveness of economic policies that sought to combat post World War II inflation.
12.C.13.c	Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.

12.C.13.d	Relate American economic expansion after World War II to increased consumer demand.
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
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. e successes and failures of women's rights organizations, the American Indian Movement, and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.

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.
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.
12.D.13.e	Explain why the Peace Corps was created and how its role has evolved over time.
12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.
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.
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.
12.A.14.c	Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
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.
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.

12.A.14.f	Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
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).

12.A.14.h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
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.
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.
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.
12.B.14.d	Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.
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.
12.C.14.b	Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy
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.
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.
12.D.14.a	Determine the relationship between United States domestic and foreign policies.
12.D.14.b	Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.

12.D.14.c	Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.
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.
12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
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.
NJSLS#	Active Citizenship in the 21st Century
6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.IML.8	Evaluate media sources for point of view, bias and motivations
Computer Science and Design Thinking (standard 8)	
8.2.12.ETW.1	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.
8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
Interdisciplinary Connection from New Jersey Science Standards.2020	
HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, natural occurrences or natural hazards, and climate change have influenced human activity
HS-LS2-7	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

Companion Standards ELA/L	
RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
Cross-Cultural Statements / Mandates (Amistad, Holocaust, LGBT, SEL, etc...)	
<p>Amistad: Civil Rights Act, Voting Rights Act, Brown v. Board of Education, Martin Luther King, Malcolm X</p> <p>LGBQ: riots at the Stonewall Inn and birth of Gay Rights Movement, Harvey Milk leads campus gay unions to emerge</p> <p>Asian American and Pacific Islanders: the Vietnam War, Nixon and the opening of China</p> <p>Handicapped: John Kennedy and the formation of the Special Olympics; legislation for disabled persons</p> <p>SEL</p> <p>Social Awareness Recognize and identify the thoughts, feelings, and perspectives of others; Demonstrate an awareness of the differences among individuals, groups and other cultural backgrounds; Demonstrate an understanding of the need for mutual respect when viewpoints differ; Demonstrate an awareness of the expectations of social interactions in a variety of setting.</p>	
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● What were the causes, main events, and effects of the civil rights movement? ● How did the policies of Presidents Kennedy and Johnson affect the nation? ● How did the United States confront communism in East Asia after the Korean War? ● How did the counterculture and the expanding rights revolution of the 1960s and 1970s influence American society? ● What caused Americans to suffer a crisis of confidence during the 1970s? ● Does popular culture lead to moral decay? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● The Civil Rights movement was a positive change in American society but did not end injustices ● US foreign policy allows the government to oust foreign leaders. ● The role of the US to support favored governments. ● The current system of government works well; no branch should be more powerful than the others. ● The United States is strengthened by its popular culture and diversity of values.
Evidence of Learning	
<p>Formative Assessments: Create web page, powerpoint, video, poster, issue connectors to the world, subject projects, timelines, journals/diaries, presidential studies, battle studies</p> <p>Summative/Benchmark Assessment(s): Tests, essays, homework, DBQs, maps, comparison charts, Q and A, Supreme Court cases, cultural reflections</p>	

<p>Resources/Materials (copy hyperlinks for digital re sources): Textbook: <i>United States History by Lapsansky-Werner</i>, Textbook for AP US II: <i>American History: A Survey</i> by Brinkley, powerpoints, primary sources, text material, library, web sites pertinent to subject, speeches by JFK, Martin Luther King, sources on Watergate Links: www.pearsonschool.com/ushist www.history.com www.loc.gov www.cspan.org</p>	<p>Key Vocabulary:</p>
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Suggested Pacing Guide

Lesson Name / Topic	Student Learning Objective(s)	Suggested Tasks / Activities:	Day(s) Complete
Equality	To understand, then analyze the demands for equality in the postwar America	Discussion, articles and timeline for the Civil Rights Movement, Second Wave of Feminism, Gay Rights, Asian Rights	2 class periods
Equality Gains Ground	To understand, then analyze how the Civil Rights Movement grows	study the speeches of Martin Luther King and Malcolm X, compare to Booker T. Washington and WEB du Bois	2-3 class periods
Success and Challenge	To understand, then analyze the successes and challenges of the Civil Rights Movement	Key legislation including Title IX, Civil Rights Act, Voting Rights Act; violence in Alabama, Freedom Rides, Church bombing	2 class periods

Kennedy's New Frontier	To understand, the analyze Kennedy domestic policies	Key chart on the New Frontier including education legislation, the Peace Corp, the Space Race, special needs laws, environment	1-2 class periods
Kennedy and the Cold War	To understand Kennedy's foreign policies	Documents, pictures and cartoons on the Bay of Pigs and Cuban Missile Crisis; continue limited Vietnam policy	2-3 class periods

Johnson's Great Society	To understand, the analyze Johnson's domestic policies	Counterculture	To understand and analyze the rise of Counterculture in the late 1960s-early 1970s	Discuss Beat movement, Hippie culture, change in society,
Vietnam	To understand why the US became involved in Vietnam			
US policy in Vietnam Grows	To understand, then analyze US policy in Vietnam	Women	To understand, then analyze the second wave of feminism	Discuss Steinbeck, Frieda, Feminism and New of the
Divided America	To understand, analyze and evaluate how the War divided America			
War's End	To understand and analyze the end of the Vietnam War and impact on America	Increase for Rights	To understand, then analyze the rise of minorities in Civil Rights Movement	La Raza, Nativ movement, American
Nixon and the Cold War	To understand the policies of Nixon regarding the Cold War	Environment	To understand, then analyze the strong emphasis on the environment	Nixon's Environmental Protection Agency Act and
		Watergate	To understand, then analyze the impact of Watergate on America	Article on Watergate, White House transcripts, peach

2-3 class periods

2 class periods

1 class period 2 class periods

2-3 class periods

1 class period 1 class period 2 class periods

1-2 class periods

2 class periods 2 class periods

Ford and Carter	To understand then analyze the administrations of Ford and Carter	Excerpts on inflation, oil crisis, the healing after Vietnam and Watergate	2 class periods
Foreign Policy	To understand the analyze the foreign policy of Carter	article on the Iranian Hostage Crisis	2 class periods
Teacher Notes:			
Additional Resources:			
Differentiations/Modifications Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> ● Consult student IEP - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications 		<ul style="list-style-type: none"> ● Consult Student ELL Plan - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions, and explanations - Allow extended time to answer questions - Accept participation at any level, even one word 	
Gifted & Talented Students		Students at Risk	

<ul style="list-style-type: none"> ● Consult with G and T teacher - Provide extension activities - Build on students' intrinsic motivations - Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Consult with I & RS as needed - Provide extended time to complete tasks - Consult with Guidance Counselors and follow I&RS procedures/action plans - Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary
504 Students	Other:
<ul style="list-style-type: none"> ● Consult 504 Plan 	

UNIT # 5
Overview

Content Area: United States History II

Unit Title: Changing and Enduring Issues		
Grade Levels: 11th		
<p>Core Ideas: Unit Summary: Changing and Enduring Issues: This unit explains the political, social, and economic landscape of the United States from 1970 to the early 2000s. The unit analyzes the political divisions between liberals and conservatives, examines the rise of conservatism, looks at the domestic and foreign policies of Presidents Reagan and Bush and analyzes the causes and effects of the end of the Cold War. In addition, the unit describes the growth of computers and technology, the domestic and foreign policies of Presidents Clinton, W. Bush, Obama and Trump and examines issues of the 21st century.</p>		
Standards (Content and Technology)		
CPI# 6.1		Statement:
Performance Expectations (NJSL)		
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.	
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.	

12.A.14.c	Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
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.
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.
12.A.14.f	Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
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).
12.A.14.h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.

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.
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.
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.
12.B.14.d	Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.
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.
12.C.14.b	Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy

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.
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.
12.D.14.a	Determine the relationship between United States domestic and foreign policies.
12.D.14.b	Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.
12.D.14.c	Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.
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.
12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
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.

NJSLS#	Active Citizenship in the 21st Century
6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations
Computer Science and Design Thinking (standard 8)	
8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in

	decisions that are made.
8. 2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded
Interdisciplinary Connection from New Jersey Science Standards.2020	
HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
HS-ETS1-1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
Companion Standards ELA/L	
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Cross-Cultural Statements / Mandates (Amistad, Holocaust, LGBT, SEL, etc...)	
<p><i>Amistad:</i> the election of Barack Obama <i>LGBQ:</i> <i>Obergefell v. Hodges</i>, Don't Ask, Don't Tell policy under Clinton <i>Handicapped:</i> The American Disabilities Act of 1990 <i>Asian Americans and Pacific Islanders:</i> China/US import/export relationship, opening of Vietnam <i>SEL</i> <i>Relationship Skills:</i> Utilize positive communication and social skills to interact effectively with others; Establish and maintain healthy relationships</p>	

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What was the conservative resurgence, and how did it affect the domestic and foreign policies of the United States? • What political, social, technological, and economic trends have shaped American life since 1990? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • The best way to ensure lasting change is when voters of a nation elect new officials. • Cooperation among all nations is necessary to address global challenges.
Evidence of Learning	
<p>Formative Assessments: Create web page, powerpoint, video, poster, issue connectors to the world, subject projects, timelines, journals/diaries, presidential studies, battle studies</p> <p>Summative/Benchmark Assessment(s): Tests, essays, homework, DBQs, maps,</p>	

comparison charts, Q and A, Supreme Court cases, cultural reflections			
Resources/Materials (copy hyperlinks for digital resources): Textbook: <i>United States History by Lapsansky Werner</i> , Textbook for AP US II: <i>American History: A Survey</i> by Brinkley, powerpoints, primary sources, text material, library, web sites pertinent to subject, Tear Down This Wall speech by Reagan, speeches by Bush I, Clinton, Bush II (9/11), Obama and Trump Links: www.pearsonschool.com/ushist www.history.com www.loc.gov www.cspan.org		Key Vocabulary:	
Suggested Pacing Guide			
Lesson Name / Topic	Student Learning Objective(s)	Suggested Tasks / Activities:	Day(s) Complete
Rise of Conservative Movement	To understand, then analyze the underpinnings of the rise of Conservatism	Review of liberal policies from the 1960s and 1970s, Watergate, Vietnam War and how politics changes in late 1970s leading to Conservatism	2 class periods
Reagan Revolution	To understand, then analyze why Reagan won the presidential election and what did he stand for	Articles on Reagan being a nostalgia candidate and return US policies back to strong military, anti USSR, communication skills and competence	2-3 class periods

End of the Cold War	To understand, then evaluate why the Cold War ended	Article with Bush, Thatcher of Great Britain, the Pope and how all worked to bring the Cold War to an end; the fall of the Berlin Wall, many US/USSR summits on nu clear weapons, Soviet war in Afghanistan	2 class periods
Foreign Policy after Cold War	To understand, then analyze the new world order after the Cold War	New relations with former communist countries; new nations formed in Europe and Western Asia, beginning of globalization; 1st Iraqi War—>Operation Desert Storm	2-3 class periods
Technology	To understand, analyze and evaluate the impact of technology from the late 1990s to today	Microsoft, Apple, IBM computers, then laptops, hand-held devices, smart phones; video games, smart TVs	2 class periods
Clinton	To understand, then analyze the Clinton presidency	Articles and discussion on balancing the budget, and welfare reform, Don't Ask, Don't Tell, impeachment, Contract with American	1-2 class periods
Globalization	To understand, then analyze the rise of globalization	Articles on the rise of communications, air travel, the internet	2 class periods
21st Century Presidents	To understand, then analyze the elections and policies of Bush, Obama and Trump	Terror attacks on 9/11, 2nd Iraqi War and War in Afghanistan, Education policies,	2-3 class periods

		Healthcare, Tax cuts	
The Future	To understand, then analyze the future of America based on 21st Century policies	New diseases based on Covid, immigration issues, racial issues, rise of authoritarian leaders globally	3-4 class periods
Teacher Notes:			
Additional Resources:			
Differentiations/Modifications Strategies			

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> ● Consult student IEP - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Consult Student ELL Plan - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions, and explanations - Allow extended time to answer questions - Accept participation at any level, even one word
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G and T teacher - Provide extension activities - Build on students' intrinsic motivations - Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Consult with I & RS as needed - Provide extended time to complete tasks - Consult with Guidance Counselors and follow I&RS procedures/action plans - Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary
504 Students	Other:
<ul style="list-style-type: none"> ● Consult 504 Plan 	

UNIT #		
Overview		
Content Area:		
Unit Title:		
Grade Levels:		
Core Ideas:		
Standards (Content and Technology)		
CPI#		Statement:
Performance Expectations (NJSL)		

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)		
Computer Science and Design Thinking (standard 8)		
Interdisciplinary Connection		
Companion Standards ELA/L		
Cross-Cultural Statements / Mandates (Amistad, Holocaust, LGBT, SEL, etc...)		

Unit Essential Questions:		Unit Enduring Understandings:	
Evidence of Learning			
Formative Assessments: Summative/Benchmark Assessment(s) Summative Assessments:			
Resources/Materials: Curriculum Resources:		Key Vocabulary:	
Suggested Pacing Guide			
Lesson Name / Topic	Student Learning Objective(s)	Suggested Tasks / Activities:	Day(s) Complete

Teacher Notes:	
Additional Resources:	
Differentiations/Modifications Strategies	
Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> ● Consult student IEP - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Consult Student ELL Plan - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions, and explanations - Allow extended time to answer questions - Accept participation at any level, even one word
Gifted & Talented Students	Students at Risk

<ul style="list-style-type: none"> ● Consult with G and T teacher - Provide extension activities - Build on students' intrinsic motivations - Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Consult with I & RS as needed - Provide extended time to complete tasks - Consult with Guidance Counselors and follow I&RS procedures/action plans - Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary
<p>504 Students</p>	<p>Other:</p>
<ul style="list-style-type: none"> ● Consult 504 Plan 	