



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

U.S. History II

Prepared by:
Nancy Stewart

Superintendent of Schools:
Marie C. Cirasella, Ed.D.

CCCS born on 9/2012
Revised on 9/2013
Addenda adopted 8/2015
NJSLS born on 5/2017
Revised on 9/2018

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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

Pre-Requisite: United States History I

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Content Area: United States History II	
Unit Title: Emergence of the Modern United States	
Grade Level: 11th	
<p>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> <p>Interdisciplinary Connections: English, World History, Geography, Geopolitics, Economics, Government; all student’s research and assignments will be completed and submitted on Chromebook.</p> <p>21st Century Themes: Social Problems and Reforms, Voting Rights, Government’s Role in the Economy, America and the World, America at War, Civil Liberties and National Security, Checks and Balances.</p> <p>Skills: 9.3 Career and Technical Education This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p>	
Standards (Content and Technology):	
<p>Standards: 6.1 U.S. History: America in the World. 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.</p> <p>6.The Emergence of Modern America: Progressive Reforms: Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.</p> <p>7. The Emergence of Modern America: World War I: United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.</p>	
CPI#:	Statement:
NJSLS#s	
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.

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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.
Unit Essential Question(s):	
Unit Enduring Understandings:	

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<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? ● 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? 	<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.
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Unit Learning Targets/Objectives:

Students will...

- comprehend what areas did Progressives think were in need of the greatest reform
- comprehend how women of the Progressive Era made progress and win the right to vote
- analyze the steps minorities took to combat social problems and discrimination
- comprehend what Roosevelt thought government should do for its citizens
- comprehend the steps Wilson took to increase the government's role in the economy
- analyze how and why did the United States take a more active role in world affairs
- analyze the causes and effects of the Spanish-American War
- analyze why the United States extended its influence in Asia
- comprehend the actions the United States took to achieve its goals in Latin America
- comprehend the causes of World War I
- analyze why the United States entered the War
- comprehend how the war affected Americans at home
- analyze how Americans affected the end of World War I and its peace settlements
- analyze the political, economic, and social effects of World War I on the United States

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

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, Jacob Riis' *How the Other Half Lives*, Upton Sinclair's *The Jungle*, *All Quiet on the Western Front*, art of the era

Links:

www.pearsonschool.com/ushist

www.history.com

www.loc.gov

www.cspan.org

Modifications:

Special Education Students

- 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

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
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- Consult with Case Managers and follow IEP accommodations/modifications

- Provide rewards as necessary

English Language Learners

- Assign a buddy, same language or English speaking
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Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Reform	To understand, then analyze the drive for reform at the end of the 19th century	2-3 class periods
Women	To understand, then analyze and evaluate why women made progress	1 class period
Discrimination	To understand, then analyze the struggle against discrimination	2 class periods
Theodore Roosevelt	To understand, then analyze and evaluate T. Roosevelt's domestic policies	2-3 class periods
Woodrow Wilson	To understand, then analyze and evaluate Wilson's domestic policies	2-3 class periods
Imperialism	To understand then analyze the roots of Imperialism	2-3 class periods
Spanish-American War	To understand, then evaluate the Spanish American War and its impact on America	2 class periods
Asia	To understand, then analyze the opening of US in Asia	2 class periods
Latin America	To understand the new foreign policy in Latin America	1 class period
World War I	To understand the causes of WWI for America	2 class periods
Homefront	To understand, then analyze the impact of War on the Homefront	1-2 class periods

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War and Peace	To understand, then analyze and evaluate the goals for peace after WWI	2-3 class periods
Effects of War	To understand, then analyze how WWI affected the US domestically and globally	3 class periods
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit:		

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Content Area: United States History II

Unit Title: Prosperity and Depression

Grade Level: 11th

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 evaluates the economic, social and political effects of these programs on the United States.

Interdisciplinary

Connections: Economics, Government, English, Art, Music; all student's research and assignments will be completed and submitted on Chromebook.

21st Century

Themes: U.S. Immigration Policy, Women and American Society, Technology in Society, Government's Role in the Economy, Urbanization, Global Interdependence, Federal Power and States' Rights

Skills: 9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Standards (Content and Technology):

Standards: 6.1 U.S. History: America in the World. 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.

8. The Emergence of Modern America: Roaring Twenties: 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.

9. The Great Depression and World War II: The Great Depression: The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.

10. The Great Depression and World War II: New Deal: 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.

CPI#: NJSL#s	Statement:
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.

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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 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

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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.

<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 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
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<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> ● comprehend how the booming economy of the 1920s lead to changes in American life ● analyze how domestic and foreign policy change under Harding and Coolidge ● analyze how Americans differ on major social and cultural issues ● analyze how the new mass culture reflect technological and social changes ● comprehend how African Americans expressed a new sense of hope and pride ● comprehend how the prosperity of the 1920s gave way to the Great Depression ● analyze how the Great Depression affected the lives of urban and rural Americans ● comprehend why Hoover’s policies failed to solve the country’s economic crisis ● comprehend how the New Deal attempt to address the problems of the depression ● comprehend the major issues the Second New Deal addressed ● evaluate how the New Deal changed the social, economic, and political landscape of the United States for future generations ● analyze how men and women of the Depression find relief from their hardships in the popular culture
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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

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, literature of the Harlem Renaissance, Fireside Chats

Links:

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Modifications:

Special Education Students

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- Rephrase questions, directions, and explanations
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At-Risk Students

- Provide extended time to complete tasks
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- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

English Language Learners

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Gifted and Talented Students

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- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Booming Economy	To understand, then analyze why the economy of the 1920s soared	3 class periods
Business of Government	To understand, then analyze how the government chose laissez-faire politics and isolationism	2 class periods

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Tensions	To understand, then evaluate the social and cultural tensions of the 1920s	2 class periods
Harlem Renaissance	To understand, then analyze the writings of the Harlem Renaissance's reflection of society	1-2 class periods
Causes of the Depression	To understand, then analyze the economic conditions which led to the Great Depression	3 class periods
Hard Times	To understand, then analyze the harsh conditions in America during the Great Depression	2 class periods
Hoover	To understand, analyze and evaluate Hoover's response to the Great Depression	2 class periods
Franklin D. Roosevelt	To understand, analyze, and evaluate FDR and the New Deal	3 class periods
Effects	To understand and analyze the effects of the New Deal on various regions of American society	2-3 class periods
Culture	To understand, then synthesize the importance of escapism during the Great Depression	2-3 class periods
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit:		

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Content Area: United States History II

Unit Title: World War II and Postwar America

Grade Level: 11th

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.

Interdisciplinary

Connections: English, Geopolitics, World History, Geography, Science and Technology, Government, Sociology, Economics; all student's research and assignments will be completed and submitted on Chromebook.

21st Century

Themes: America and the World, Global Interdependence, America at War, Protecting Civil Rights, Civil Liberties and National Security, Technology in Society, Government's Role in the Economy, Urbanization, Poverty and Prosperity

Skills: 9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Standards (Content and Technology):

6.1 U.S. History: America in the World. 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.

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 Americans, Asian Americans, and women.

12. Postwar United States: Cold War: Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.

CPI#: NJLS#s	Statement:
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.

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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.

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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.

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.

Unit Learning Targets/Objectives:

Students will...

- comprehend totalitarian states rise after World War I
- comprehend how Americans reacted to events in Europe and Asia in the early years of World War II
- evaluate the United States reaction to the Japanese attack on Pearl Harbor
- analyze how the Allies turned the tide against the Axis
- comprehend how the war changed America at home
- comprehend how the Allies defeated the Axis Powers
- analyze how the Holocaust happened and what were its results
- analyze the major and immediate long-term effects of World War II
- comprehend how U. S. leaders responded to the threat of Soviet expansion in Europe
- comprehend how President Truman used the power of the presidency to limit the spread of communism in East Asia
- evaluate the methods the United States used in its global struggle against the Soviet Union
- analyze how the fear of domestic communism affect American society during the Cold War
- analyze how the nation experience recovery and economic prosperity after World War II
- comprehend what social and economic factors changed American life during the 1950s
- analyze how popular culture and family life change during the 1950s
- evaluate why some groups of Americans were dissatisfied with conditions in postwar America

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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):

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Gifted and Talented Students

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Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Dictators	To understand, then analyze the rise of Nazism and Fascism in Europe and how it led to war	2 class periods
Isolationism to War	To understand, then analyze the US position to stay out of war	1-2 class periods
War	To understand why the US went to war	1 class period
Tide Turns	To understand, then analyze how the US turned	2-3 class periods

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	the tide of the war towards the Allies	
Homefront	To understand, analyze and evaluate the Homefront of World War II	2-3 class periods
Victory	To understand then analyze how the Allies won the war	2 class periods
Holocaust	To understand, then analyze the Holocaust and global reaction	1-2 class periods
Cold War	To understand, then analyze the beginnings of the Cold War's effects on the global	2 class periods
Korean War	To understand, then analyze the Korean War on the global stage	1 class period
Cold War Expands	To understand, then evaluate how the Cold War expands	2-3 class periods
Cold War at Home	To understand, then analyze how the Cold War affected Americans	1 class period
Economic Boom	To understand, then analyze how WWII created a post war economy	3 class periods
Society	To understand, then analyze the rise of mobilization in American society	2 class periods
Mass Culture	To understand, then analyze the change in culture in postwar America	2 class periods
Discontent	To understand, then analyze the discontent in American society	2 class periods

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

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Content Area: United States History II

Unit Title: Challenges and Change

Grade Level: 11th

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.

Interdisciplinary

Connections: Government, English, Sociology, Economics; all student's research and assignments will be completed and submitted on Chromebook.

21st Century

Themes: Voting Rights, Federal Power and States' Rights, Sectionalism and National Politics, Poverty and Prosperity, America and the World, Social Problems and Reforms, Global Interdependence, America at War, Interaction within the Environment, Women in America, U.S. Immigration Policy, Checks and Balances

Skills: 9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Standards (Content and Technology):

6.1 U.S. History: America in the World. 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.

13. Postwar United States: Civil Rights and Social Change: 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.

14. Contemporary United States: Domestic Policies: Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

CPI#: NJSLS#s

Statement:

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.

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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.

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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.

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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.
<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.
<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> ● comprehend how African Americans challenge segregation after World War II ● analyze why the civil rights movement gain ground in the 1960s ● analyze the successes and challenges that faced the civil rights movement after 1964 ● comprehend how Kennedy responded to the continuing challenges of the Cold War ● comprehend Kennedy's goals of the New Frontier ● comprehend Johnson's Great Society programs changed life for most Americans ● analyze why the United States became involved in Vietnam ● analyze the causes and effects of America's growing involvement in the Vietnam War ● comprehend the American war effort in Vietnam lead to rising protests and social divisions back home ● evaluate how the Vietnam War end and what were its lasting results ● analyze how Richard Nixon's diplomacy during his presidency change the Cold War ● analyze the counterculture and the impact it had on American society ● analyze the rise of the women's movement and its impact on American society ● evaluate how the rights movements of the 1960s and 1970s expand the rights for divers groups of Americans ● analyze the rise of the environmental movement and the impact on America ● comprehend the events that led to the resignation of President Nixon ● analyze what accounted for the change in American attitude in the 1970s ● analyze the foreign policy goals of Ford and Carter and determine their successes 	
<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 resources): Textbook: <i>United States History by Lapsansky-Werner</i>, <i>Textbook for AP US II: 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</p> <p>Links: www.pearsonschool.com/ushist www.history.com www.loc.gov</p>	

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www.cspan.org

Modifications:

Special Education Students

- 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

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
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- Accept participation at any level, even one word

At-Risk Students

- 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

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Equality	To understand, then analyze the demands for equality in the postwar America	2 class periods
Equality Gains Ground	To understand, then analyze how the Civil Rights Movement grows	2-3 class periods
Success and Challenge	To understand, then analyze the successes and challenges of the Civil Rights Movement	2 class periods
Kennedy's New Frontier	To understand, then analyze Kennedy domestic policies	1-2 class periods
Kennedy and the Cold War	To understand Kennedy's foreign policies	2-3 class periods
Johnson's Great Society	To understand, then analyze Johnson's domestic policies	2-3 class periods
Vietnam	To understand why the US became involved in Vietnam	1 class period
US policy in Vietnam Grows	To understand, then analyze US policy in Vietnam	2 class periods
Divided America	To understand, analyze and evaluate how the War divided America	2-3 class periods

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War's End	To understand and analyze the end of the Vietnam War and impact on America	1-2 class periods
Nixon and the Cold War	To understand the policies of Nixon regarding the Cold War	2 class periods
Counterculture	To understand and analyze the rise of Counterculture in the late 1960s-early 1970s	2 class periods
Women	To understand, then analyze the second wave of feminism	2 class periods
Increase for Rights	To understand, then analyze the rise of minorities in Civil Rights Movement	1 class period
Environment	To understand, then analyze the strong emphasis on the environment	1 class period
Watergate	To understand, then analyze the impact of Watergate on America	2 class periods
Ford and Carter	To understand then analyze the administrations of Ford and Carter	2 class periods
Foreign Policy	To understand the analyze the foreign policy of Carter	2 class periods
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit:		

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Content Area: United States History II
Unit Title: Changing and Enduring Issues
Grade Level: 11th
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.
Interdisciplinary
Connections: English, Technology, Science, Government, Sociology, Economics, Geopolitics
21st Century
Themes: American and the World, Sectionalism and National Politics, Government's Role in the Economy, Educations and Society, Technology and Society, Global Interdependence
Skills: 9.3 Career and Technical Education
This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Standards (Content and Technology):
6.1 U.S. History: America in the World. 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.

14. Contemporary United States: Domestic Policies: Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

CPI#: NJSLs#s	Statement:
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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).		
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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.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Unit Essential Question(s): <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? </td> <td style="width: 50%; vertical-align: top;"> Unit Enduring Understandings: <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. </td> </tr> </table>		Unit Essential Question(s): <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? 	Unit Enduring Understandings: <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.
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Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> ● comprehend the rise of conservatism in the late 1970s and early 1980s ● comprehend the major characteristics of the conservative Reagan Revolution ● evaluate Reagan’s foreign policies and how did they contribute to the fall of communism in Europe ● comprehend the foreign policy under George W. Bush ● analyze how technological changes and globalization have transformed American economy 			

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- analyze the successes and failures of Bill Clinton
- analyze America's role in global politics and economics following the Cold War
- evaluate the impact of the terror attack on the US and the 2008 financial crisis
- analyze how the American society was changing in the beginning of the 21st century

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, 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

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- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Rise of Conservative Movement	To understand, then analyze the underpinnings of the rise of Conservatism	2 class periods

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Reagan Revolution	To understand, then analyze why Reagan won the presidential election and what did he stand for	2-3 class periods
End of the Cold War	To understand, then evaluate why the Cold War ended	2 class periods
Foreign Policy after Cold War	To understand, then analyze the new world order after the Cold War	2-3 class periods
Technology	To understand, analyze and evaluate the impact of technology from the late 1990s to today	2 class periods
Clinton	To understand, then analyze the Clinton presidency	1-2 class periods
Globalization	To understand, then analyze the rise of globalization	2 class periods
21st Century Presidents	To understand, then analyze the elections and policies of Bush, Obama and Trump	2-3 class periods
The Future	To understand, then analyze the future of America based on 21st Century policies	3-4 class periods

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit: