

COURSE TITLE

U.S. History II Honors

LENGTH

Full Year
Grade 11

DEPARTMENT

Social Studies

SCHOOL

Rutherford High School

DATE

Revision Date: 8/24/2020

Initial BOE Approval Date (Born on): 6/15/2015

US History II Honors

I. Introduction/Overview/Philosophy

This one-year survey of United States history is for honors students who want a rigorous, accelerated curriculum and who meet the entrance criteria itemized later in this document. It is the second year of the two years of United States history mandated by the Board of Education and the State of New Jersey to meet graduation requirements. The course additionally meets the New Jersey Student Learning Standards, the New Jersey LGBTQ+, Holocaust/Genocide and Amistad mandates.

As this is an honors program, students must perform at a high level to meet the higher standards. Assignments will involve higher level thinking as will daily class discussions, analysis of primary documents and sources. Many written assignments will be made and a continuing growth and competency in all social studies skills is expected. The computer, the library, and the Internet will be commonly used tools to facilitate study and research. Students will be required to prepare research using computer technology and oral presentations on selected teacher-approved issues and events. Research, independent work and decision-making are important to help develop leadership and independent thinking. Within all this, students will review career choices and learn how to cope with ever-changing employment opportunities.

At the end of the course, students will be given the opportunity to apply what has been learned to study contemporary issues and future problems facing the United States.

Helping students develop and effectively use a wide variety of skills is a central purpose of social studies. These skills are central to one's learning throughout life. A command of these tools will be of assistance to students in understanding their society and in becoming productive members of the American community.

II. Objectives

Course Outline:

- a. New South and the Last West
 - 1) politics in the New South
 - a) the Redeemers
 - b) Whites and African Americans in the New South
 - c) subordination of freed slaves: Jim Crow
 - 2) Southern economy; colonial status of the South
 - a) sharecropping
 - b) industrial stirrings
 - 3) cattle kingdom
 - a) open-range ranching
 - b) day of the cowboy
 - 4) building the Western railroad
 - 5) subordination of American Indians: dispersal of tribes
 - 6) farming the plains; problems in agriculture
 - 7) mining bonanza
- b. National Politics, 1877-1896: The Gilded Age
 - 1) a conservative presidency

- 2) issues
 - a) tariff controversy
 - b) railroad regulation
 - c) trusts
- 3) agrarian discontent
- 4) Crisis of 1890's
 - a) populism
 - b) silver question
 - c) election of 1896: McKinley versus Bryan
- c. Industrialization and Corporate Consolidation
 - 1) industrial growth: railroads, iron, coal, electricity, steel, oil, banks
 - 2) laissez-faire conservatism
 - a) gospel of wealth
 - b) myth of the "self-made man"
 - c) social Darwinism; survival of the fittest
 - d) social critics and dissenters
 - 3) effects of technological development on worker/workplace
 - 4) union movement
 - a) Knights of Labor and American Federation of Labor
 - b) Haymarket, Homestead, and Pullman
- d. Urban Society
 - 1) lure of the city
 - 2) immigration
 - 3) city problems
 - a) slums
 - b) machine politics
 - 4) awakening conscience; reforms
 - a) social legislation
 - b) settlement houses: Jane Addams and Lillian Wald
 - c) structural reforms in government
- e. Intellectual and Cultural Movements
 - 1) education
 - a) colleges and universities
 - b) scientific advances
 - 2) professionalism and the social sciences
 - 3) realism in literature and art
 - 4) mass culture
 - a) use of leisure
 - b) publishing and journalism
- f. Foreign Policy; Imperialism 1865-1914
 - 1) Seward and the purchase of Alaska
 - 2) the new imperialism
 - a) Blaine and Latin America
 - b) International Darwinism: missionaries, politicians, and naval expansionists
 - c) Spanish-American War
 1. Cuban independence
 2. debate on Philippines
 - 3) the Far East: John Hay and the Open Door

- 4) Theodore Roosevelt
 - a) the Panama Canal
 - b) Roosevelt Corollary
 - c) Far East
- 5) Taft and dollar diplomacy
- 6) Wilson and moral diplomacy
- g. Progressive Era
 - 1) origins of progressivism
 - a) progressive attitudes and motives
 - b) Muckrakers
 - c) social gospel
 - 2) municipal, state, and national reforms
 - a) political: suffrage
 - b) social and economic: regulation
 - 3) socialism: alternatives
 - 4) Black America
 - a) Washington, Du Bois, and Garvey
 - b) Urban migration
 - c) civil rights organizations
 - 5) women's role: family, work, education, unionization, and suffrage
 - 6) Roosevelt's square deal
 - a) managing the trusts
 - b) conservation
 - 7) Taft
 - a) Pinchot-Ballinger controversy
 - b) Payne-Aldrich Tariff
 - 8) Wilson's new freedom
 - a) tariffs
 - b) banking reform
 - c) Antitrust Act of 1914
- h. The First World War
 - 1) problems of neutrality
 - a) submarines
 - b) economic ties
 - c) psychological and ethnic ties
 - 2) preparedness and pacifism
 - 3) mobilization
 - a) fighting the war
 - b) financing the war
 - c) war boards
 - d) propaganda, public opinion, civil liberties
 - 4) Wilson's fourteen points
 - a) Treaty of Versailles
 - b) ratification fight
 - 5) postwar demobilization
 - a) red scare
 - b) labor strife
- i. New Era: The 1920s

- 1) Republican governments
 - a) business creed
 - b) Harding scandals
- 2) economic development
 - a) prosperity and wealth
 - b) farm and labor problems
- 3) new culture
 - a) consumerism: automobile, radio, movies
 - b) women, the family
 - c) modern religion
 - d) literature of alienation
 - e) jazz age
 - f) Harlem Renaissance
- 4) conflict of cultures
 - a) prohibition, bootlegging
 - b) nativism
 - c) Ku Klux Klan
 - d) religious fundamentalism versus modernists
- 5) myth of isolation
 - a) replacing the League of Nations
 - b) business and diplomacy
- j. Depression, 1929-1933
 - 1) Wall Street crash
 - 2) depression economy
 - 3) moods of despair
 - a) agrarian unrest
 - b) bonus march
 - 4) Hoover-Stimson diplomacy; Japan
- k. New Deal
 - 1) Franklin D. Roosevelt
 - a) background, ideas
 - b) philosophy of New Deal
 - 2) 100 days; "alphabet agencies"
 - 3) Second New Deal
 - 4) critics, left and right
 - 5) rise of CIO; labor strikes
 - 6) Supreme Court fight
 - 7) Recession of 1938
 - 8) American people in the Depression
 - a) social values, women, ethnic groups
 - b) Indian Reorganization Act
 - c) Mexican American deportation
 - d) the racial issue
- l. Diplomacy in the 1930s
 - 1) Good Neighbor Policy: Montevideo, Buenos Aires
 - 2) London Economic Conference
 - 3) disarmament
 - 4) isolationism: neutrality legislation

- 5) aggressors: Japan, Italy and Germany
- 6) appeasement
- 7) rearmament: Blitzkrieg; Lend-Lease
- 8) Atlantic Charter
- 9) Pearl Harbor
- m. The Second World War
 - 1) organizing for war
 - a) mobilizing production
 - b) propaganda
 - c) internment of Japanese Americans
 - 2) the war in Europe, Africa, and the Mediterranean; D Day
 - a) The Holocaust
 - 3) the war in the Pacific: Hiroshima, Nagasaki
 - 4) diplomacy
 - a) war aims
 - b) wartime conferences: Teheran, Yalta, Potsdam
 - 5) postwar atmosphere; the United Nations
- n. Truman and the Cold War
 - 1) post war domestic adjustments
 - 2) the Taft-Hartley Act
 - 3) civil rights and The Election of 1948
 - 4) containment in Europe and the Middle East
 - a) Truman Doctrine
 - b) Marshall Plan
 - c) Berlin crisis
 - d) NATO
 - 5) revolution in China
 - 6) limited war: Korea, MacArthur
- o. Eisenhower and Modern Republicanism
 - 1) domestic frustrations; McCarthyism
 - 2) civil rights movement
 - a) The Warren Court and Brown v. Board of Education
 - b) Montgomery bus boycott
 - c) Greensboro sit-in
 - 3) John Foster Dulles' foreign policy
 - a) crisis in Southeast Asia
 - b) massive retaliation
 - c) nationalism in Southeast Asia, the Middle East, Latin America
 - d) Khrushchev and Berlin
 - 4) American people: homogenized society
 - a) prosperity: economic consolidation
 - b) consumer culture
 - c) consensus of values
 - 5) space race
- p. Kennedy's New Frontier; Johnson's Great Society
 - 1) new domestic programs
 - a) tax cuts
 - b) war on poverty

- c) affirmative action
- 2) civil rights and civil liberties
 - a) African Americans: political, cultural, and economic roles
 - b) the leadership of Martin Luther King, Jr.
 - c) resurgence of feminism
 - d) the new left and the counterculture
 - e) emergence of the Republican Party in the South
 - f) the Supreme Court and the Miranda decision
- 3) War in Vietnam 1954-1968
- q. Nixon
 - 1) Election of 1968
 - 2) Nixon-Kissinger foreign policy
 - a) Vietnam: 1968-1975 escalation and pullout
 - b) China: restoring relations
 - c) Soviet Union: détente
 - 3) New Federalism
 - 4) Supreme Court and Roe v. Wade
 - 5) Watergate crisis and resignation
- r. The United States since 1974
 - 1) the New Right and the conservative social agenda
 - 2) Ford and Rockefeller
 - 3) Carter
 - a) deregulation
 - b) energy and inflation
 - c) Camp David accords
 - d) Iranian hostage crisis
- s. President Ronald Reagan
 - 1) 1980, 1984 election issues
 - 2) biography
 - 3) The Reagan Revolution - Reagonomics
 - a) supply side economics
 - b) federal tax reduction
 - c) cuts in federal spending
 - 4) reduced regulation of business and industry
 - 5) decline of labor unions' power
 - 6) increasingly large federal deficit
 - 7) increased military spending
 - 8) solidification of the conservative voters coalition
 - 9) 1987 Stock Market Crash
 - 10) savings and loan industry
- t. President George Bush
 - 1) 1988 election issues
 - 2) biography
 - 3) health issues
 - a) AIDS
 - b) abortion
 - c) drug use
 - 4) education issues

- 5) urban crisis
- 6) equal rights struggle
 - a) women and pay equality
 - b) affirmative action
 - c) Latinos
 - d) Asian Americans
- 7) Operation Desert Shield and Operation Desert Storm
- u. President William Jefferson Clinton
 - 1) 1992, 1996 election issues
 - 2) biography
 - 3) rising tide of prosperity
 - 4) Whitewater scandal
 - 5) problems over managed health care
 - 6) passage of Brady Handgun Bill and the Anti-Crime Bill
 - 7) reduction in crime
 - 8) signing of the North American Free Trade Agreement (NAFTA)
 - 9) welfare reform legislation
 - 10) involvement in Bosnia
 - 11) full diplomatic relations with Vietnam
 - 12) availability of the Internet
 - 13) genetic engineering
 - 14) changing immigrant population
 - 15) the aging baby boomers and their problems
 - 16) impeachment issues and results

Student Outcomes:

Helping students develop and effectively use a wide variety of skills is a central purpose of social studies. These skills are central to one's learning throughout life. A command of these tools will be of assistance to students in understanding their society and in becoming productive members of the American community. Students will be able to:

- Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
- Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world
- Critically analyze information, make ethical judgements, and responsibly address controversial issues.
- Communicate through rational and persuasively written and oral arguments to present issues to controversial issues.
- Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions
- Take actions that result in a more equitable society.
- Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
- Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions
- Evaluate evidence from primary and secondary sources
- Compare and contrast points of view from multiple authors or sources
- Recognize cause and effect
- Develop and practice debating skills

- Analyze differences in historical interpretation
- Continue to develop research skills through the use of electronic sources, such as scholarly articles from online databases.
- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.
- Prepare in a timed period, a valid essay based on a set of given documents.
- Analyze and evaluate historical patterns of continuity and change over time.
- Identify, analyze and synthesize information on maps, globes, photos, timelines, etc.
- Understand and explain geographic settings of historical and current events
- Evaluate the influence of geography upon history and culture
- Analyze cartoons as a means of expressing viewpoints
- Identify and understand what constitutes differences and duration of various historical period

New Jersey Student Learning Standards

CAREER READY PRACTICES

CRP1 Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand A. Technology Operations and Concepts

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Strand B. Creativity and Innovation

8.1.12.B.1 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

Strand C. Communication and Collaboration

8.1.12.C.1 Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

Strand D. Digital Citizenship

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

Strand E. Research and Information Fluency

8.1.12.E.1 Produce a position statement about a real-world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Strand B. Technology and Society

8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

8.2.12.B.5 Research the 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 to peers for review.

Strand D. Abilities for a Technological World

8.2.12.D.4 Assess the impacts of emerging technologies on developing countries.

21ST CENTURY LIFE AND CAREERS

Standard 9.2 Career Awareness, Exploration, And Preparation

Strand C. Career Preparation:

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.

NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES (2014)

6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.

6.1.12.C.5.a Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.

6.1.12.C.5.b Compare and contrast economic development of the North, South, and West in the post-Civil War period.

6.1.12.C.5.c Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

6.1.12.D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.

6.1.12.D.5.c Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality

- 6.1.12.B.6.a Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
- 6.1.12.B.6.b Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
- 6.1.12.C.6.a-c Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
- 6.1.12.C.6.b Determine how supply and demand influenced price and output during the Industrial Revolution.
- 6.1.12.C.6.c Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
- 6.1.12.D.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.
- 6.1.12.D.6.c Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.
- 6.1.12.A.7.a-c Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
- 6.1.12.A.7.b Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
- 6.1.12.A.7.c Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
- 6.1.12.B.7.a Explain how global competition by nations for land and resources led to increased militarism.
- 6.1.12.C.7.a Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
- 6.1.12.C.7.b Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
- 6.1.12.D.7.a Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.
- 6.1.12.D.7.b Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
- 6.1.12.D.7.c Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
- 6.1.12.A.8.a Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
- 6.1.12.A.8.b Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.
- 6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
- 6.1.12.B.8.a Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
- 6.1.12.C.8.a Analyze the push-pull factors that led to the Great Migration.
- 6.1.12.C.8.b Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
- 6.1.12.D.8.a Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
- 6.1.12.D.8.b Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
- 6.1.12.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression.

- 6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- 6.1.12.C.9.a Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
- 6.1.12.C.9.b Explain how economic indicators (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
- 6.1.12.C.9.c Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
- 6.1.12.C.9.d Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.
- 6.1.12.D.9.a Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- 6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
- 6.1.12.A.10.c Evaluate the arguments regarding the role of the federal government during the New Deal era.
- 6.1.12.A.10.b Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.
- 6.1.12.A.10.c Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
- 6.1.12.D.10.b Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
- 6.1.12.D.10.c Explain how key individuals, including minorities and women (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt), shaped the core ideologies and policies of the New Deal.
- 6.1.12.D.10.d Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.
- 6.1.12.A.11.a Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg- Briand Pact) in preventing international disputes.
- 6.1.12.A.11.b Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
- 6.1.12.A.11.c Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
- 6.1.12.A.11.d Analyze the decision to use the atomic bomb and the consequences of doing so.
- 6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- 6.1.12.B.11.a Explain the role that geography played in the development of military strategies and weaponry in World War II.
- 6.1.12.C.11.a Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.
- 6.1.12.C.11.b Relate new wartime inventions to scientific and technological advancements in the civilian world
- 6.1.12.D.11.a Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
- 6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
- 6.1.12.D.11.e Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

- 6.1.12.A.12.a Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
- 6.1.12.A.12.b Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
- 6.1.12.A.12.c Explain how the Arab-Israeli conflict influenced American foreign policy.
- 6.1.12.B.12.a Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.
- 6.1.12.C.12.a Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
- 6.1.12.C.12.c Analyze how scientific advancements impacted the national and global economies and daily life.
- 6.1.12.C.12.d Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- 6.1.12.D.12.a Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
- 6.1.12.D.12.b Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- 6.1.12.D.12.c Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.
- 6.1.12.D.12.d Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.
- 6.1.12.D.12.e Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.
- 6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, *Brown v. Board of Education*, and *Roe v. Wade*) in promoting civil liberties and equal opportunities.
- 6.1.12.A.13.c Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.
- 6.1.12.B.13.a Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.
- 6.1.12.C.13.a Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.
- 6.1.12.C.13.c Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
- 6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
- 6.1.12.D.13.b Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
- 6.1.12.D.13.d Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
- 6.1.12.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.
- 6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
- 6.1.12.A.14.d Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

- 6.1.12.C.14.c Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
- 6.1.12.D.14.a Determine the relationship between United States domestic and foreign policies
- 6.1.12.A.15.b Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
- 6.1.12.A.15.c Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
- 6.1.12.A.15.d Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- 6.1.12.C.15.a Relate the role of America's dependence on foreign oil to its economy and foreign policy.
- 6.1.12.C.15.b Assess economic priorities related to international and domestic needs, as reflected in the national budget.
- 6.1.12.D.15.c Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
- 6.1.12.D.15.d Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
- 6.3.4.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.4.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
- 6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

New Jersey Student Learning Standards for English Language Arts Companion Standards in History/Social Studies, Science, and Technical Subjects

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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

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

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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

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

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

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

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

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

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

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

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

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

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

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

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

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

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

III. Proficiency Levels

This course is the honors level of the eleventh grade United States History II course.

IV. Methods of Assessment

Student Assessment

- Homework policy of the Board of Education
- Individual oral presentations
- Technology-based project
- Group projects and reports
- Alternate assessments
- Use of the Internet
- Research papers
- Tests and quizzes
- Document Based Questions and free-response essays.
- Additional readings, primary and secondary
- Class participation
- Summer reading and writing assignments
- Benchmark Assessments
- Debates & Socratic Seminars
- Project Based Assessment

Curriculum/Teacher Assessment

Throughout the academic year, the teacher and the supervisor will continually discuss the curriculum to assess changes and needs. The teacher is always encouraged to make suggestions for improvement.

The supervisor may also request an annual meeting or written review from the teacher for suggestions or modifications.

V. Grouping

The Honors United States History II is limited to students who are recommended by their social studies teacher, maintain a B+ average and meet the criteria outlined below based upon teacher evaluation.

- Possesses curiosity, is a keen observer, gets involved
- Shows strong intellectual ability in functions such as conceptualizing and reasoning.
- Is self-directed and perseveres to meet classroom requirements.
- Learns easily and efficiently; retains and uses information.
- Completes assignments accurately and on time.
- Is inquisitive, asks questions.
- Has a pronounced ability to concentrate for long periods of time.
- Can express oneself in writing.
- Is a frequent participant in class.
- Demonstrates maturity and responsible behavior in the classroom.
- Demonstrates motivation, interest, enthusiasm and effort in class.
- Demonstrates proficiency in using technology for research and oral presentation.

VI. Articulation/Scope & Sequence/Time Frame

This is an eleventh grade, full-year course that fulfills the third-year social studies requirements for high school graduation.

VII. Resources

Texts/Supplemental Reading/References

- Cobbs, Elizabeth, Gjerde, Jon. Major Problems in American History, Volume II – Since 1865. Houghton Mifflin Company, New York, 2007
- Danzer, Gerald, et al. The Americans. Evanston: McDougal Littell, 2000
- Dinnerstein, Leonard, Jackson, Kenneth T. American Vistas, Volume II 1877-Present Oxford University Press, New York, 1995
- Newman, John, and John Schmalbach. United States History. New York: Amsco, 2020. Print
- Hofstadter, Richard, The American Political Tradition, Vintage Press, 1989
- Remini, Robert V., A Short History of the United States, Harper Perennial, New York, 2009
- Zinn, Howard, A People's History of the United States, Harper Perennial, New York, 2005
- *Speakers*- The teacher will work with the administration to obtain speakers that pertain to and enhance the curriculum. Community resources, such as parents and local organizations and businesses, may be potential sources. Also, the New Jersey Speakers Bureau can be contacted.
- New Jersey Amistad Commission Resources- NJ Department of Education
www.nj.gov/education/amistad
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education
www.nj.gov/education/holocaust/
- DVD's – The social studies office and High School library maintain the DVD's for teacher/student use for the appropriate units.
- Textbook references and other reference materials – The social studies office maintains these materials for teacher use, including electronic media materials.
- Internet sources available in the classroom and the library.
- Teacher will develop and modify resources according to topics in the Advanced Placement test.

VIII. Suggested Activities

Making appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence is necessary in educating gifted students. Gifted students are more likely to develop study and production skills, experience success and struggle, and feel challenged in a classroom setting that encourages learners to master information more quickly.

Teaching strategies that will help gifted students do well include the following:

- Interdisciplinary and problem-based assignments with planned scope and sequence
- Internship, mentorship, and other forms of apprenticeship
- Advanced, accelerated, or compacted content
- Abstract and advanced higher-level thinking activities
- Allowance for individual students' interests
- Assignments geared to development in areas of affect, creativity, cognition and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Variety in types of resources
- Community involvement in student learning
- Projects that focus on cultural diversity

Specific instructional approaches and arrangements for gifted education include *acceleration*, *enrichment*, and *grouping*.

IX. Methodologies

This honors course is for those who meet its standards and criteria. There will be a range of academic abilities and learning styles for which the teacher must use a variety of instructional methods. The following are suggestions, not limits, as to what a teacher will do.

- Individualized assignments
- Group work of all types
- Computer and technology use
- DVD's
- Differentiated instruction

X. Interdisciplinary Connections

The Honors United States History II teacher will consult with the Honors English teacher to develop cross-content connections such as writing assignments, cultural history, technology use, supplemental reading assignments, and research. Additionally, the art and music departments can be consulted to provide information, teach classes, or develop other creative lessons to implement the social studies program.

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Teacher notes/peer notes
- Khan Academy videos and assignments
- Crash Course review videos
- Chapter guided reading
- Guided note teaching
- Graphic organizers
- Visual learning through videos
- Map study
- Guided reading
- Multimedia approach
- Partner/group presentations
- Chunking material
- Multiple levels of questioning

Differentiation for Enrichment

- Supplemental reading
- Independent research
- Current events
- Critical thinking questions
- Inquiry based instruction
- Student driven discussion
- Independent research projects
- Critical thinking and analysis tasks
- Internet based content
- Real world problems and scenarios

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>The Gilded Age</p> <ul style="list-style-type: none"> ● Politics/economics ● Transcontinental Railroad ● Big Business/Robber Barons ● Unions ● Immigration 	<p>2 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Teacher notes/peer notes ● Khan Academy ● Chapter guided reading <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Supplemental reading - Zinn, Howard. “Robber Barons and Rebels.” <i>A People’s History of the United States.</i> 	<p>6.1.12.B.5.b 6.1.12.C.5.a-c 6.1.12.D.5.b-d 6.3.12.A.2 CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4,7,8 RH.11-12.1-10 WHST.11-12.1-9 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Research assignments ● “Are We In A Second Gilded Age” roundtable on capitalism and automation <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● Research Project/Presentations ● DBQ – Robber Barons & Captains of Industry
<p>The Progressive Era</p> <ul style="list-style-type: none"> ● Social/political/economic reform ● Scientific management ● Women & reform ● 17th, 18th 19th Amendments ● Theodore Roosevelt ● Election of 1912 ● Wilson’s New Freedom 	<p>2 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Crash Course – Progressivism ● Teacher/peer notes <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Research and analyze a current event related to progressive issues today 	<p>6.1.12.A.6.a-b 6.1.12.B.6.a-b 6.1.12.C.6.a-c 6.1.12.D.6.c 6.3.12.A.2 CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4,7,8 RH.11-12.1-6 WHST.11-12.6-10 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Online timeline of Progressive movement ● Socratic seminar - Levy, Jonathan. “Freaks of Fortune: Moral Responsibility for Booms and Busts in Nineteenth Century America.” <i>The Journal of the Gilded Age and Progressive Era.</i> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● Progressivism Today

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
			8.2.12.B.4	Research Project & Brochure
<p>Imperialism</p> <ul style="list-style-type: none"> ● Manifest Destiny ● Annexation of Hawaii ● Spanish-American-Cuban War ● American-Philippine War ● China and the Open Door ● Panama Canal 	3 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Guided notetaking ● Graphic organizers <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Supplemental reading - Zinn, Howard. “The Empire and the People.” <i>A People’s History of the United States.</i> 	<p>6.1.12.D.6.b 6.3.12.D.2 CRP1,2,4,5,6,7,8,9,10,11,12 RH.11-12.1-10 WHST.11-12.1 WHST.11-12.7-9 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Primary source “The Strenuous Life” – Theodore Roosevelt roundtable discussion ● Independent debate research/prep <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● Should America Have an Empire? – Debate ● Quarter 1 Benchmark Assessment- Cumulative test
<p>World War I</p> <ul style="list-style-type: none"> ● Background causes ● Geography ● Major battles ● Trench warfare ● Treaty of Versailles ● League of Nations ● Political/social effects 	3 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Khan Academy ● Graphic organizers <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Supplemental reading - Zinn, Howard. “War is the Health of the State.” <i>A People’s History of the United States.</i> 	<p>6.1.12.A.7.a-c 6.1.12.B.7.a 6.1.12.C.7.a-b 6.1.12.D.7.a-c CRP1,2,4,5,6,7,8,9,10,11,12 RH.11-12.1-10 WHST.11-12.2 WHST.11-12.8 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Trench Warfare Hyperdoc ● Primary source analysis – Wilson’s Fourteen Points <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● Socratic Seminar – “Ambivalent Ally: American Military Intervention and the Endgame and Impact of World War I” ● Unit Test- objective and

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
				open ended questions
<p>1920s</p> <ul style="list-style-type: none"> ● Politics/economics/culture ● Literature (Fitzgerald & the Jazz Age, Hemingway & the Lost Generation) ● Great Migration) ● Harlem Renaissance ● Sacco & Vanzetti ● Coolidge & Harding 	3 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Crash Course – 1920s ● Guided notetaking <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Critical thinking questions 	<p>6.1.12.A.8.a-c 6.1.12.B.8.a 6.1.12.C.8.a-b 6.1.12.D.8.a AMISTAD 6.1.12.D.8.b CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4,7,8 RH.11-12.1-10 WHST.11-12.4-6 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Literary analysis – Harlem Renaissance’s impact on Civil Rights <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● Research Project 1920s
<p>The Great Depression/New Deal</p> <ul style="list-style-type: none"> ● Background causes ● Election of 1928 ● Cultural/political/economic effects ● FDR & the Election of 1932 ● The New Deal ● Society & culture of the 1930s 	3 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Graphic organizers <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Supplemental reading - Zinn, Howard. “Self Help in Hard Times.” <i>A People’s History of the United States.</i> 	<p>6.1.12.A.9.a 6.1.12.B.9.a 6.1.12.C.9.a-d 6.1.12.D.9.a-b 6.1.12.A.10.a-c 6.1.12.D.10.b-d LGBTQ+ Amistad CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4,7,8 RH.11-12.1-10</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● The Depression Experience Webquest & Photograph Analysis ● Fireside Chat March 12, 1933 – Primary source analysis <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● New Deal Oral History

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
			WHST.11-12.2 WHST.11-12.5-10 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1	Research Project <ul style="list-style-type: none"> Quarter 2 Benchmark
World War II <ul style="list-style-type: none"> Rise of the dictatorships Blitzkrieg of Poland War in Europe & North Africa Holocaust American neutrality Pearl Harbor War at home Japanese Internment War in the Pacific Manhattan Project Yalta & Potsdam conferences Hiroshima & Nagasaki Nuremberg Trials Political/social/economic effects of war 	4 weeks	<i>For Support:</i> <ul style="list-style-type: none"> Visual learning through videos and maps Khan Academy review - WWII <i>For Enhancement:</i> <ul style="list-style-type: none"> Supplemental reading – Taylor, A.J.P. “The Origins of the Second World War.” Inquiry based instruction 	6.1.12.A.11.a-e 6.1.12.B.11.a 6.1.12.C.11.a-b 6.1.12.D.11.a 6.1.12.D.11.d-e HOLOCAUST LGBTQ+ CRP1,2,4,5,6,7,8,9,10,11,12 RH.11-12.1-10 WHST.11-12.1 WHST.11-12.4 WHST.11-12.9 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4	<i>Formative Assessment:</i> <ul style="list-style-type: none"> Rise of Dictatorships – online timelines America on the Sidelines – Interactive web activity Turning the Tide in Europe – Online scavenger hunt <i>Summative Assessment:</i> <ul style="list-style-type: none"> DBQ – The Decision to Drop the Atom Bomb Unit Test
Cold War 1945-1960 <ul style="list-style-type: none"> Postwar reconstruction of Europe Satellite nations Geography 	3 weeks	<i>For Support:</i> <ul style="list-style-type: none"> Crash Course – The Cold War Guided reading/ notetaking <i>For Enhancement:</i>	6.1.12.A.12.a-c 6.1.12.B.12.a 6.1.12.C.12.a 6.1.12.C.12.c-d 6.1.12.D.12.a-d	<i>Formative Assessment:</i> <ul style="list-style-type: none"> Primary source analysis – The Cold War at Home <i>Summative Assessment:</i>

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<ul style="list-style-type: none"> ● Truman Doctrine ● Marshall Plan ● Berlin Airlift ● Chinese Civil War ● Korean War ● Cold War at Home (HUAC, McCarthy, Alger Hiss & the Rosenbergs) ● Eisenhower Doctrine ● Sputnik ● U-2 ● Postwar American society during the 1950s 		<ul style="list-style-type: none"> ● Student driven discussion ● Supplemental reading - Hajimu, Masuda. <u>Cold War Crucible: The Korean Conflict and the Postwar World</u>. Cambridge: Harvard University Press, 2015. 	CRP1,2,4,5,6,7,8,9,10,11,12 RH.11-12.1-10 WHST.11-12.2-10 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4	<ul style="list-style-type: none"> ● Cold War Conflicts Webpage Project ● Socratic seminar – Sherwin, Martin. “The Atomic Bomb and the Origins of the Cold War.”
<p>The Camelot Years</p> <ul style="list-style-type: none"> ● Election of 1960 ● Bay of Pigs ● Cuban Missile Crisis ● Berlin Wall ● New Frontier ● Kennedy assassination ● The Great Society 	3 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Teacher/peer notes ● Multi-media approach <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Independent research project 	6.1.12.C.12.a 6.1.12.C.12.c-d 6.1.12.D.12.a 6.1.12.D.12.c-d CRP1,2,4,5,6,7,8,9,10,11,12 RH.11-12.1-10 WHST.11-12.1-9 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Primary source analysis – Kennedy’s Inaugural Address (1961) ● Bay of Pigs Newspaper Articles ● Missiles of October - Primary source interactive web activity <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● Who Killed Kennedy Research Project ● Unit Test

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Civil Rights Movement</p> <ul style="list-style-type: none"> ● W.E.B. DuBois & Booker T. Washington ● <i>Brown v. Board of Ed.</i> ● Montgomery Bus Boycott ● Freedom Riders ● Birmingham Campaign ● March on Washington ● Civil Rights Act 1964 ● Selma to Montgomery March ● Voting Rights Act 1965 ● Civil Rights Act 1968 ● Dejure v. defacto segregation ● Affirmative action 	<p>4 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Graphic organizers ● Multimedia approach <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Brand, H.W. “Plessy v. Crow.” <i>The Reckless Decade.</i> 	<p>AMISTAD LGBTQ+ 6.1.12.A.13.b-c 6.1.12.B.13.a 6.1.12.C.13.a 6.1.12.C.13.c 6.1.12.D.13.a-b 6.3.4.D.1 CRP1,2,4,5,6,7,8,9,10,11,12 RH.11-12.1-6 WHST.11-12.1-2 WHST11.12.6 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Primary source analysis – Washington v. DuBois ● Race Riots in America Webquest <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● Civil Rights Recruitment Project ● Quarter 3 Benchmark
<p>The Vietnam War</p> <ul style="list-style-type: none"> ● Background history of Vietnam ● Geography ● French Indochina War ● Geneva Accords ● Truman’s economic policy in Vietnam ● Eisenhower/JFK economic policy & MAAC-V’s in Vietnam ● Gulf of Tonkin ● Operation Rolling Thunder ● Policy of escalation 	<p>4 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Visual learning through videos and maps ● Khan Academy review – Vietnam War <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Kirkpatrick, Charles. “Ho Chi Minh combined Communism and nationalism in pursuit of a ‘new world order’ in Indochina.” ● <i>Independent research</i> 	<p>6.1.12.A.12.a-b 6.1.12.D.12.d-e CRP1,2,4,5,6,7,8,9,10,11,12 RH.11-12.7 RH.11-12.9 WHST.11-12.4-10 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Ho Chi Minh/Ngo Dinh Diem Twitter Project ● Primary source analysis – Gulf of Tonkin Resolution <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● Vietnam Research Project ● Unit Test- DBQ

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<ul style="list-style-type: none"> Weapons and warfare Vietnamization Political/social/economic effects of the war 				
Counterculture <ul style="list-style-type: none"> Draft SDS & Free Speech movements 1968 (Tet, MLK & RFK assassination, Chicago Democratic National Convention) Election 1968 	1 week	<i>For Support:</i> <ul style="list-style-type: none"> Guided reading/ notetaking Partner/group presentation <i>For Enhancement:</i> <ul style="list-style-type: none"> Independent research project 	6.1.12.D.13.d 6.1.12.D.12.d 6.1.12.D.12.e LGBTQ+ CRP1,2,4,5,6,7,8,9,10,11,12 RH.11-12.3 RH.11-12.7 WHST.11-12.8 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1	<i>Formative Assessment:</i> <ul style="list-style-type: none"> 1968 Timelines <i>Summative Assessment:</i> <ul style="list-style-type: none"> Unit Test- MCQ and open ended questions
Nixon Administration <ul style="list-style-type: none"> Nixon's New Conservatism (New Federalism, Southern Strategy) Nixon's domestic and economic policy. Nixon/Kissinger foreign policy (real politik and détente). Causes and effects of Watergate scandal. Nixon steps down (impeachment scandal) 	1 week	<i>For Support:</i> <ul style="list-style-type: none"> Graphic organizers Teacher/peer notes <i>For Enhancement:</i> <ul style="list-style-type: none"> Inquiry based instruction Critical thinking/ analysis tasks 	6.1.12.A.14.a 6.1.12.A.14.c-d 6.1.12.C.14.c 6.1.12.D.14.a 6.3.4.D.2 CRP1,2,4,5,6,7,8,9,10,11,12 RH.11-12.1-3 WHST.11-12.2 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1	<i>Formative Assessment:</i> <ul style="list-style-type: none"> Watergate Pardon Simulation <i>Summative Assessment:</i> <ul style="list-style-type: none"> Unit Test- MCQ & Essay

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<ul style="list-style-type: none"> Ford’s administration. Ford pardons Nixon. 				
<p>Carter’s administration</p> <ul style="list-style-type: none"> Economic, social, environmental policies). Causes and effects of OPEC energy crisis. Iran hostage crisis Soviet-Afghan War 	1 week	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Chunking Multimedia approach Khan Academy – 1970s <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Internet based content Real-world problems/ scenarios 	6.1.12.D.12.a 6.1.12.A.15.b 6.1.12.A.15.c 6.1.12.C.15.a 6.1.12.C.15.b 6.1.12.D.15.c-d CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4,7,8 RH.11-12.4 RH.11-12.7 WHST.11-12.6 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Energy Crisis Webquest Compare/contrast energy 1970s v. today <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> Unit Test- DBQ
<p>The Regan Revolution/End of the Cold War</p> <ul style="list-style-type: none"> Reaganomics. “War on Drugs” Iran-Iraq War Russian invasion of Afghanistan. Iran Contra Election of 1988 Fall of Berlin Wall Fall of Soviet Union. 	3 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Partner/group presentation Multiple levels of questioning <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Cohen, Steven. “Soviet Fates and Lost Alternatives – From Stalinism to the New Cold War.” 	6.1.12.A.15.d 6.1.12.D.12.a LGBTQ+ CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4,7,8 RH.11-12.1-10 WHST.1-10 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Socratic seminar - Suri, Jeremy. “Explaining the End of the Cold War: A New Historical Consensus?” <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> Seminar Project Quarter 4 Benchmark

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<ul style="list-style-type: none">• Causes and effects of Persian Gulf War (Operation Desert Shield, Operation Desert Storm).• Clinton Era.• Midterm election of 1994			8.2.12.B.4 8.2.12.D.4	