

**COURSE TITLE**

US History 2 307

**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 307

### I. Introduction/Overview/Philosophy

United States History II surveys the second half of the twentieth century (1950 to the present) and is the second year of the two-year United States history requirement. Focus will be on the social, political and economic events that affect our nation today. Current events related to historical developments will be frequently discussed.

One of the major purposes of social studies education is to assist students in developing and using skills effectively. With adequate command of skills, students can gain insights concerning their society and develop proper habits of social and intellectual behavior. These skills can be used both in and out of school.

The course additionally meets the New Jersey Student Learning Standards, the New Jersey Holocaust/Genocide Amistad, and LGBTQ+ mandates. The history of New Jersey is infused into the curriculum and will parallel United States History. Career education standards are also infused and will help a student understand changes in careers and prepare for future employment.

This course is designed for tenth-grade students in a self-contained special education class. It fulfills the third year social studies requirements for high school graduation.

### II. Objectives

#### **Course Outline:**

1. The Cold War
  - a. The Truman/Stalin Years: Downward Spiral, 1945 – 1953
    - 1) Introduction to the Cold War
      - a) Cold War defined
    - 2) Cooling Down: 1945 - 1946
      - a) U.S.S.R. and the Eastern European nations
      - b) Treatment of defeated Germany
      - c) Greece, Turkey and Iran
      - d) Economic issues
      - e) East Asia - China, Japan
      - f) Atomic power
    - 3) Containment and counter-containment: 1947 - 1949
      - a) Greece and Turkey
      - b) Truman Doctrine
      - c) Marshall Plan
      - d) Containment - George Kennan - Foreign Affairs
      - e) Berlin crisis
      - g) NATO formed 1949
    - 4) The most dangerous phase: 1950 - 1952
      - a) U.S./China relations
      - b) U.S. begins aiding the French in their anti-communist fight
      - c) The Korean War

- d) George Kennan - Ambassador to Russia, 1950
- b. The Eisenhower/Kennedy Years: Institutionalized Cold War, 1953 - 1962
  - 1) Some Cold War trends
    - a) Desire for improved relations
    - b) Expanded contacts
    - c) Recurrence of old problems
    - d) Spread of the Cold War
  - 2) The Cold War at home: 1940's and 1950's
    - a) America has to adjust to new world role
    - b) Staunch anti-communist movement in U.S.
    - c) The media
    - d) Effect on youth
    - e) Some dissent
    - f) McCarthyism
    - g) Nuclear testing
    - h) Private institutions further anti-communist crusade
  - 3) Modest improvement: 1953 - 1955
    - a) U.S./China situation remains the same
    - b) Some lessening of tension between U.S. and U.S.S.R.
    - c) U.S. policy toward communist world - alliances, etc.
    - d) U.S.S.R. response - Warsaw Pact (1955)
    - e) Geneva Summit (1955) - difficult for either side to make major concessions
  - 4) Second dangerous phase: 1956 - 1962
    - a) Downward slide in late 1950's
    - b) Influencing Third World nations
    - c) Poland and Hungary - 1956
    - d) Suez Canal crisis - 1956
    - e) Sputnik - October 4, 1957
    - f) Change in education, math and science
    - g) Khrushchev visits the U.S. - 1959
    - h) U-2 crisis - 1960
    - i) Election of 1960
    - j) Laos and Vietnam
    - k) Bay of Pigs invasion - 1961
    - l) Berlin Wall - 1961
    - m) JFK responds to Cold War demands
    - n) Cuban Missile Crisis - 1962
- c. The Johnson Years: Moving Toward Détente, 1963 - 1972
  - 1) General observations
    - a) Steady improvement
    - b) American public tired of Cold War atmosphere
    - d) Cold War clichés no longer believable
    - e) America had desire to reorder priorities
  - 2) JFK's last year: 1963
    - a) Nuclear Test Ban Treaty - August, 1963
    - b) "Hot line"
    - c) JFK lightens rhetoric
    - d) Potential changes in JFK's policies toward Vietnam and China

- 3). Vietnam at Center Stage: 1954 - 1975
  - a) Diem Bien Phu and Geneva Conference
  - b) Diem government
  - c) Overthrow of Diem government
  - d) Political instability
  - e) Gulf of Tonkin situation - August 1964
  - f) Operation Rolling Thunder
  - g) Introduction of U.S. ground troops - March 1965
  - h) Escalation of the war
  - i) Tet Offensive
  - j) Dissent against the war
  - k) The war at home
    - l) War in context of the Cold War
  - m) Nixon continues the war
  - n) Troop withdrawal and Vietnamization
  - o) Paris Peace Treaty - 1973
  - p) North Vietnam victorious - 1975
- 4) LBJ stabilizes Cold War situation: 1964 - 1968
  - a) SALT I - 1964 to 1972
  - b) Constructive, stable relationship between U.S. and U.S.S.R.
  - c) 6 Day War - Israelis/Arabs - 1967
- d. The Nixon/Ford/Carter Years: To Détente And Back Again, 1969-1980
  - 1) The concept
    - a) Nixon/Kissinger - balance of power
    - b) Détente defined
  - 2) Détente in practice
    - a) Opening relations with Communist China
    - b) Peaceful coexistence with the Soviet Union
    - c) Moscow Summit - May, 1972
    - d) SALT I
  - 3) The Ford years
    - a) Soviets purchase some grain from U.S.
  - 4) The Carter years
    - a) Sees détente in national interest
    - b) Champions human rights
    - c) Panama Canal Treaties of 1978
    - d) Peace agreement between Egypt and Israel
    - e) Opens diplomatic relations with Communist China
    - f) SALT II
  - 5) Collapse of détente
    - a) Criticism of SALT II
    - b) The human rights question
    - c) Tensions in the Third World countries - Ethiopia, Somalia
    - d) Carter Doctrine
    - e) Carter gets tough with the Soviets
- e. The Reagan Years: The Cold War Returns, 1980 - 1986
  - 1) Election of 1980
    - a) Carter painted as “soft” on communism by Reagan

- b) Reagan condemns détente
  - c) Reagan's deep distrust of Soviet leaders
  - d) Reagan's policy - massively rebuild U.S. military strength, especially its strategic deterrent
  - e) The Reagan government saw foreign and defense policy as inextricably linked
- 2) The Reagan years begin
    - a) Record peacetime defense spending
    - b) Renewed arms race
    - c) "Collision course"
    - d) Strategic Defense Initiative
    - e) START talks
    - f) Reagan administration and the sale of arms
  - 3) The Cold War and developing nations, 1981 - 1988
    - a) Afghanistan
    - b) Cambodia
  - 4) New crises in the Middle East, 1982 - 1986
    - a) Iran and Iraq War
    - b) Libya and the increase of terrorism
  - 5) The Cold War in South and Central America
    - a) El Salvador and Nicaragua
    - b) Grenada
    - d) Reagan government reacts strongly
    - e) Iran - Contra affair
- f. The Reagan/Bush Years: Ending the Cold War, 1987 - 1990
- 1) Reagan's last two years
    - a) "Glasnost" and "Perestroika"
    - b) Reagan/Gorbachev
    - c) Progress in reducing nuclear arms
    - d) Troop reductions
  - 2) The Bush years
    - a) Old suspicions
    - b) Move to reduce arms and conventional troops
    - c) 1989 - popular anti-communist uprisings throughout Europe and the Berlin Wall falls
  - 3) New order in Europe
    - a) U.S. and Soviet Union act on arms reduction and nuclear weapons
    - b) Washington Summit - June, 1990
    - c) United Germany - October, 1990
    - d) Friendly nations no longer feel need to follow U.S. wishes
    - e) Charter for new Europe - November, 1990
    - f) NATO and Warsaw Pact nonaggression agreement
    - g) July, 1991 - The Warsaw Pact members agree to dissolve
  - 4) Old problems and new crusades
    - a) Cambodia
    - c) Afghanistan
    - e) Panama and Noriega
  - 5) A new world order
    - a) Mideast
    - b) Europe
    - c) Dissolution of U.S.S.R.

- d) China
- e) Japan
- 6) The meaning of the Cold War
  - a) What did it all mean?
  - b) What did it prove?
  - c) What is its legacy?
  - d) Are cold wars cyclical?

## 2. CIVIL RIGHTS

### a. President Truman

- 1) Established Committee on Civil Rights
- 2) Strengthens civil rights division of Justice Department
- 3) Ends racial discrimination in all departments of the federal government
- 4) Ends racial discrimination in the US military
- 5) Jackie Robinson hired by Brooklyn Dodgers

### b. Eisenhower Years

- 1) Segregated public facilities
- 2) Denial of voting rights
  - a) Poll tax
  - b) Literacy test
  - c) Grandfather clause
  - d) Intimidation
- 3) Social segregation and poor education
- 4) Economic discrimination means constant poverty
- 5) Changing attitudes
  - a) American reputation for freedom and democracy competing against communism in the Cold War
  - b) African Americans could vote in the 1940s and 1950s in the North
- 6) Desegregating the schools
  - a) *Plessey v. Ferguson* allowed “separate but equal” facilities
  - b) *Brown v. Board of Education of Topeka*
    - i. Earl Warren and Thurgood Marshall
    - ii. Violation of 14th Amendment right of equal protection
    - iii. “Separate facilities are inherently unequal”
    - iv. End segregation with “all deliberate speed”
  - c) Resistance in the South
    - i. Governor Orval Faubus of Arkansas
      - Little Rock Central High School
      - Eisenhower sent federal troops to protect African-American rights
    - ii. Montgomery, Alabama
      - Arrest of Rosa Parks on a segregated bus
      - Reverend Martin Luther King, Jr.
        - Emerged as non-violent leader for integration
        - Boycott of all city buses
      - Supreme Court rules against bus segregation
    - iii. Civil rights organization
      - Southern Christian Leadership Conference - Dr. King
      - Student Nonviolent Coordinating Committee
      - Congress of Racial Equality

- iv. President Kennedy - fight for freedom
  - Greensboro, N.C. - sit in movement at Woolworth's lunch counter
  - Freedom riders
  - University of Mississippi integrated led by student, James Meredith
  - Birmingham, Alabama - non-violent protest
    - Dr. King - "Letter from a Birmingham Jail"
    - Involvement of President Kennedy
  - Murder of Medgar Evers
  - 1963 - March on Washington, D.C., and Dr. King's "I have a dream" speech
- v. President Johnson
  - Civil Rights Act of 1964
  - 24th Amendment - ended Poll tax
  - March on Selma, Alabama - Dr. King
  - "De facto segregation v. de jure segregation"
  - Watts Riots in Los Angeles
  - Rise of the Nation of Islam
    - Malcolm X and the Black Muslims
    - Murder of Malcolm X
  - Stokely Carmichael - Black Power
  - Huey Newton - Black Panthers
  - Murder of Dr. King, April 4, 1968
    - Reactions - riots across the nation
    - Legacy of Dr. King:
      - Kerner Commission
      - Civil Rights Act of 1968
      - Increase in African-American voters
      - Increase of African-Americans elected to office
      - Increased pride in racial identity
      - More career opportunities and education
      - Gains in economic opportunity
      - Greater rights and respect for all minorities

### 3. POLITICAL AND CULTURAL CHANGES 1952 TO PRESENT

- a. President Dwight D. Eisenhower
  - 1) 1952, 1956 election issues
  - 2) Biography, leadership
  - 3) Prosperity
  - 4) Consumer Culture
    - a) Conformity to social norms
    - b) Television as a center of family life
    - c) Aggressive advertising
    - d) Rock and roll music, Elvis Presley
    - e) Move to suburbia
    - f) Woman's role as a homemaker
    - b) Beatniks
- b. President John F. Kennedy - The New Frontier
  - 1) 1960 election issues
  - 2) Biography - leadership
  - 3) Proposals for domestic change

- 4) Commitment to a manned landing on the moon
  - 5) Camelot in Washington, D.C.
  - 6) Assassination
    - a) Dallas, Texas
    - b) Warren Commission Report
  - 7) Legacy of inspiration and youth
- c. President Lyndon Baines Johnson
- 1) Oath of office in Dallas, Texas
  - 2) Biography
  - 3) War on Poverty
    - a) Office of Economic Opportunity
    - b) Job Corp
    - c) Head Start
  - 4) 1964 election issues
  - 5) Great Society reforms
    - a) Medicare and Medicaid
    - b) Aid to poor school districts
    - c) New immigration law
    - d) National Foundation on the Arts and Humanities
    - e) Increase aid to higher education
  - 6) Civil rights legislation
  - 7) The Warren Court
  - 8) Great Society v. the Vietnam War
  - 9) Free Speech Movement
  - 10) Counterculture
    - a) Anti-war protests
    - b) Hippies and flower children
    - c) Woodstock
    - d) Rebelliousness
    - e) Drugs
    - f) Rock and roll music
    - g) Loose morality
  - 11) Assassinations of Robert F. Kennedy and Dr. Martin Luther King
- d. President Richard M. Nixon
- 1) 1968, 1972 election issues
  - 2) Biography
  - 3) The New Federalism
    - a) Welfare system reform
    - b) Block grants and revenue sharing
  - 4) Rising inflation and a slowing economy
    - a) 90 day wage and price freeze
    - b) End of the gold standard
    - c) Stagflation
  - 5) The silent majority
  - 6) Controversial Supreme Court appointments
  - 7) *Roe v. Wade*
  - 8) Watergate
    - a) The break in



- b) Senator Sam Ervin and Judge John Sirica
- c) H.R. Haldeman, John Dean, John Ehrlichman
- d) Taping system in the Oval Office
- e) *United States v. Nixon*
- f) Resignation of Vice President Spiro Agnew
- g) Possible impeachment of Nixon
- h) Presidential resignation, August 9, 1974
- 9) Oil embargo and gasoline shortages
- 10) Equal Rights Amendment proposal
- 11) Woodstock, NY
- e. President Gerald R. Ford
  - 1) The un-elected president
  - 2) Biography
  - 3) Full pardon of Richard Nixon
  - 4) Continuing inflation
  - 5) Bicentennial celebration of the USA
  - 6) Restoration of humility and confidence to the White House
- f. President James Earl Carter
  - 1) 1976 election issues
  - 2) Biography
  - 3) Continuing inflation and high interest rates
  - 4) Slowing economic growth
  - 5) Social changes
    - a) Changes in racial and ethnic composition of the nation
    - b) Cultural pluralism replacing the Melting Pot
    - c) Asian Americans
    - d) Gay Liberation movement
  - 6) Establishment of a conservative agenda
    - a) Taxpayers' revolt began in California
    - b) Moral revival by the Moral Majority
    - c) Reverse discrimination
  - 7) Iran Hostage Crisis
- g. 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
- h. President George Bush
  - 1) 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

k. Contemporary Issues

The following is a list of issues/problems facing the United States and its future. At the end of the course, teachers are to discuss these issues/problems with their classes using research, technology and oral reports. These issues will be examined using knowledge learned in the United States history program. An examination of the issue, its relevance to today's global interaction, suggested solutions, the relevance of the issue and its course into the future, and the effect upon the individual student will be addressed according to the precise nature of the issue. Issues certainly are not limited to only these suggestions, but can be changed to suit the nature of individual classes and their interests.

- a) Presidents Clinton, George W. Bush, Barack Obama
  - b) 9/11 and the war on terrorism
  - c) Health care and the effect of its cost on the family and the economy
  - d) Prosperity, inflation and recession
  - e) Technological changes and the future of civil liberties
  - f) Effects of pollution on society
  - g) Resources - electricity, oil and essential metals
  - h) Future of democracy and the USA
  - i) Providing for education in an increasingly diverse population
- m. New Jersey
- 1) In each unit, topics on New Jersey history will be infused.
    - a) Identify the role of New Jersey and its people in the American economy
    - b) Identify local examples of life and history that parallel the nation's
    - c) Rutherford and New Jersey as microcosms of changes in American culture
- n. Holocaust/Genocide studies
- 1) The teacher will study one of the topics to demonstrate the continuing strife in the world
    - a) Study of "The Killing of Cambodia," 1975-1979, by the Khmer Rouge
    - b) Review of the Palestine-Israeli issues and continuing conflicts in the Middle East
    - c) Genocide occurring in Central Africa from cultural conflicts

**Student Outcomes:**

One of the major purposes of social studies education is to assist young people in developing and using skills effectively. With an adequate command of skills, students can gain insights concerning their society and develop proper habits of social and intellectual behavior. Skills can be used both in and out of school. The student who develops a command of social studies skills can carry them into his/her adult years and establish a firm basis for continued learning throughout life. Students will be able to:

- Show mastery of historical vocabulary
- Present a viewpoint in writing and speech

- Use technology to complete research and projects
- Complete a technology-based project and oral presentation
- Locate, organize and evaluate information
- Acquire information through reading, listening and observing
- Interact with others, develop problem solving strategies
- Apply conflict resolution skills
- Distinguish between verifiable and unverifiable data
- Identify central issues
- Orient a map
- Identify and locate physical and political features on maps, globes, photos
- Identify and use map symbols
- Understand and explain geographic settings of historical and current events
- Evaluate influence of geography upon history and culture
- Recognize cartoons as a means of expressing viewpoints
- Relate information obtained from pictures, charts and graphs to that gained from other sources
- Comprehend the historical system of chronology
- Use the vocabulary of time concepts (decade, score, generation, century, era)
- Understand time lines

## ***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.

**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.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.D.11.a Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.

6.1.12.D.11.b Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship *New Jersey*) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.

6.1.12.D.11.c Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

6.1.12.D.11.e Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

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.b Assess the impact of agricultural innovation on the world economy.
- 6.1.12.C.12.c Analyze how scientific advancements impacted the national and global economies and daily life.
- 6.1.12.C.12.d Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- 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.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.b Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.
- 6.1.12.C.13.c Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
- 6.1.12.C.13.d Relate American economic expansion after World War II to increased consumer demand.
- 6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
- 6.1.12.D.13.b Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
- 6.1.12.D.13.c Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
- 6.1.12.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.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.

6.3.12.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.

6.3.12.C.1 Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.

6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

### **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 open to select classified students in grade 11.

### IV. Methods of Assessment

#### *Student Assessment*

The teacher will provide a variety of assessments based on each student's Individual Education Plan (IEP).

- Homework
- Oral presentations
- Class discussion
- Technology-based projects
- Group projects and reports
- Alternate assessments
- Tests and quizzes
- Class participation
- Project Based Assessments

#### *Curriculum/Teacher Assessment*

Throughout the academic year, the teacher and supervisor will continually discuss the curriculum to assess changes and needs. The teacher is always encouraged to make suggestions for improvement. The supervisor will also request an annual meeting or written review from the teacher for suggestions or modifications.

### V. Grouping

Students in this course should have been identified by a member of the Child Study Team. Students will be grouped according to grade level.

### VI. Articulation/Scope & Sequence/Time Frame

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

### VII. Resources

#### ***Texts/Supplemental Reading/References***

- The Americans, Danzer, DeAlva, Krieger, Wilson, Woloch, McDougal Littell, 2000
- map resources, posters, atlases, and other materials to be used as needed relevant to the lessons.
- DVD's – the social studies office and the high school library maintains DVD's for teacher/ student use for the appropriate units.
- Rutherford High School online data-base and internet resources
- Various texts and resources
- New Jersey Amistad Commission Resources- NJ Department of Education  
[www.nj.gov/education/amistad](http://www.nj.gov/education/amistad)
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education  
[www.nj.gov/education/holocaust/](http://www.nj.gov/education/holocaust/)

## **VIII. Suggested Activities**

- Current Events
- Supplementary Readings
- Book Reviews
- Film Critiques and Reactions
- Class Discussion
- Video-Documentary
- Lecture
- Class Work
- Group Discussion
- Projects
- Homework
- Note Taking
- Interpretation of Manipulative

## **IX. Methodologies**

Realizing that each student has a unique way of learning, it is important to vary teaching methods. Listed below are several different methods, which may be used in combination. 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
- Use of the Internet

## **X. Interdisciplinary Connections**

The teacher will use the professional resources available in the district to further the student's knowledge of art, music, and literature, as it relates to the growth and development of the United States. The English, art, and music teachers will develop lessons and materials to parallel what is being learned in history. Possible areas of coordination are music, art, and literature of the second half of the 20th century. This coordination is expected to grow as the curriculum in related areas is revised.

## **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)*

- Small group instruction

- Teacher modeling
- Modified homework assignments
- Modified assessments
- Partner/group work
- Pinpointing essential vocabulary
- Jigsaw Activities
- Written responses
- Re-teaching and review
- Guided notes and questioning
- Adjusting the pace of lessons
- Allotted time for activities and responses
- Graphic organizers
- Scaffolding of assignments/assessments
- Oral and written assignments
- Use of assisted technology
- Pre-teaching vocabulary and concepts
- Peer editing

#### *Differentiation for Enrichment*

- Authentic assessments
- Independent research
- Higher order thinking tasks
- Multiple levels of questions
- Student driven projects
- Inquiry-based instruction
- Suggested supplemental reading
- Real-world problems and scenarios
- Interest based content
- Elevated vocabulary
- Critical/analytical thinking tasks

## **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><b>Early Cold War Conflicts: 1945 to 1960</b></p> <ul style="list-style-type: none"> <li>● The Aftermath of WW2</li> <li>● Origins of the Cold War</li> <li>● Containment</li> <li>● Truman Doctrine and the Marshall Plan</li> <li>● Post-WWII Germany</li> <li>● Origins of NATO</li> <li>● McCarthyism</li> <li>● HUAC</li> <li>● the Rosenberg’s</li> <li>● Warsaw Pact</li> <li>● Race for H-Bomb</li> <li>● Sputnik</li> <li>● Space Race</li> </ul>	<p>7 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>● Modified homework assignments</li> <li>● Modified assessments</li> <li>● Partner/group work</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>● Authentic assessments</li> <li>● Higher order thinking tasks</li> <li>● Independent research</li> </ul>	<p>6.1.12.A.12.a            6.1.12.A.12.b            6.1.12.A.12.c            6.1.12.B.12.a            6.1.12.C.12.a            6.1.12.C.12.b            6.1.12.C.12.c            6.1.12.C.12.d            6.1.12.D.12.a            RH.11-12.4-6            RH.11-12.8-9            WHST.11-12.1-2            WHST.11-12.4            WHST.11-12.8            CRP1,2,4,5,6,7,8,9,10,11,12            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"> <li>● Classwork- Complete K-W-L Activity on Cold War</li> <li>● Current event activity - USA-Russian relations? Is there a new Cold War?</li> <li>● Class discussion- Why did Sputnik cause a change in US education?</li> </ul> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>● The Cold War at Home group research project- research and presentations on certain topics</li> <li>● Berlin Airlift poster project</li> </ul>

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><b>American Domestic Life: 1945 to 1960</b></p> <ul style="list-style-type: none"> <li>● Post-War America</li> <li>● GI Bill</li> <li>● President Eisenhower</li> <li>● 1950s consumer culture</li> <li>● 1950s Popular Culture and Music</li> <li>● 1950s Urban Decay</li> </ul>	<p>7 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>● Pinpointing essential vocabulary</li> <li>● Jigsaw Activities</li> <li>● Written responses</li> <li>● Re-teaching and review</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>● Multiple levels of questions</li> <li>● Student driven projects</li> <li>● Independent research</li> </ul>	<p>6.1.12.B.13.a                      6.1.12.C.11.a                      6.3.12.C.1                      RH.11-12.4-6                      RH.11-12.8-9                      WHST.11-12.1-2                      WHST.11-12.4                      WHST.11-12.8                      CRP1,2,4,5,6,7,8,9,10,11,12                      9.2.12.C.4,7,8                      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                      8.2.12.B.4</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>● Class Discussion- How Did United States change after WW2? How USA became a Superpower?</li> <li>● Socratic seminar- Has the American dream of the 1950's changed?</li> </ul> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>● Research project: The growth of USA consumerism research</li> <li>● Benchmark DBQ "What was the American Dream of the 1950's?"</li> <li>● Unit Test- open ended and multiple choice questions</li> </ul>
<p><b>The New Frontier and the Great Society</b></p> <ul style="list-style-type: none"> <li>● The Presidential Election of 1960</li> <li>● Kennedy's New Frontier</li> <li>● The Bay of Pigs Crisis</li> <li>● The Cuban Missile Crisis</li> <li>● Camelot</li> <li>● The assassination of JFK</li> <li>● Lyndon B. Johnson</li> <li>● The Great Society</li> </ul>	<p>7 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>● Guided notes and questioning</li> <li>● Adjusting the pace of lessons</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>● Authentic assessments</li> <li>● Independent research</li> <li>● Inquiry-based instruction</li> </ul>	<p>6.1.12.A.12.a                      6.1.12.A.12.b                      RH.11-12.4-6                      RH.11-12.8-9                      WHST.11-12.1-2                      WHST.11-12.4                      WHST.11-12.8                      CRP1,2,4,5,6,7,8,9,10,11,12                      8.1.12.A.2                      8.1.12.B.1                      8.1.12.C.1</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>● Cuban Missile Crisis video questions and discussion</li> <li>● New Frontier and Great Society quiz</li> </ul> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>● President Kennedy Assassination research. How has the Kennedy Assassination impact the</li> </ul>

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
			8.1.12.D.4 8.1.12.E.1 8.2.12.B.4	US?
<p><b>The Civil Rights Movement</b></p> <ul style="list-style-type: none"> <li>● Plessy vs. Ferguson</li> <li>● Jim Crow</li> <li>● The NAACP and the early civil rights movement</li> <li>● Brown v. Board of Education</li> <li>● Emmett Till</li> <li>● The Montgomery Bus Boycott</li> <li>● Dr. Martin Luther King Jr.</li> <li>● The Little Rock Crisis</li> <li>● The Freedom Rides</li> <li>● 1963 March on Washington</li> <li>● The Selma Campaign</li> <li>● 1960s urban riots/rebellions</li> <li>● The Civil Rights Act of 1968</li> <li>● The assassination of Dr. Martin Luther King Jr</li> <li>● The Black Power Movement</li> <li>● The legacy of the Civil Rights Movement</li> <li>● The modern civil rights movement</li> </ul>	5 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>● Re-teaching and review</li> <li>● Allotted time for activities and responses</li> <li>● Graphic organizers</li> <li>● Peer editing</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>● Multiple levels of questions</li> <li>● Suggested supplemental reading</li> <li>● Real-world problems and scenarios</li> </ul>	6.1.12.A.13.b 6.1.12.A.13.c 6.1.12.C.13.a 6.1.12.C.13.b 6.1.12.C.13.c 6.1.12.C.13.d 6.1.12.D.13.a 6.1.12.D.13.b 6.1.12.D.13.c RH.11-12.4-6 RH.11-12.8-9 WHST.11-12.1-2 WHST.11-12.4 WHST.11-12.8 Amistad LGBTQ+ 6.3.12.A.2 6.3.12.D.1 CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4 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"> <li>● Primary document analysis on Plessy v Ferguson</li> <li>● Civil Rights Key terms and leaders</li> <li>● Group research on Montgomery Bus Boycott and Rosa Parks</li> </ul> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>● Civil Rights collage and presentation- Create a collage that illustrates the Civil Rights Movement</li> <li>● Research Project on MLKJr.- create a Google Slide show and presentation on Martin Luther King Jr.</li> </ul>

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	

<p><b>The Vietnam War</b></p> <ul style="list-style-type: none"> <li>● The rise of Ho Chi Minh</li> <li>● Vietnam and World War II</li> <li>● Early stages of American economic and political involvement in Vietnam</li> <li>● 1954 Geneva Accords</li> <li>● Rise of Ngo Dinh Diem</li> <li>● The Gulf of Tonkin attack and Resolution</li> <li>● 1968 as a turning point in the war</li> <li>● Tet Offensive</li> <li>● Presidential Election of 1968</li> <li>● The draft and protest movement</li> <li>● President Nixon and Vietnamization</li> <li>● Aftermath and legacy of the war in Vietnam</li> </ul>	7 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>● Small group instruction</li> <li>● Scaffolding of assignments/assessments</li> <li>● Modified assessments</li> <li>● Guided notes</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>● Interest based content</li> <li>● Elevated vocabulary</li> </ul>	<p>6.1.12.A.12.b 6.1.12.D.12.d 6.1.12.D.12.e RH.11-12.4-6 RH.11-12.8-9 WHST.11-12.1-2 WHST.11-12.4 WHST.11-12.8 Holocaust CRP1,2,4,5,6,7,8,9,10,11,12 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"> <li>● Class discussion/debate on US involvement in the Vietnam War.</li> <li>● Current Event- Write a Current Event Topic on Protest Movement of Vietnam War</li> </ul> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>● DBQ- Why do you think American public opinion turned against the Vietnam War? Use documents to cite evidence.</li> <li>● Construct a timeline of the Vietnam War</li> </ul>
<p><b>An Era of Social Change</b></p> <ul style="list-style-type: none"> <li>● Women’s fight for equality</li> <li>● Nixon Administration</li> <li>● The Watergate Scandal</li> <li>● The Carter Presidency</li> <li>● The Iranian Hostage crisis</li> <li>● Environmental concerns</li> </ul>	3 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>● Jigsawed activities</li> <li>● Guided notes</li> <li>● Graphic organizers</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>● Suggested supplemental</li> </ul>	<p>6.1.12.C.12.c 6.1.12.C.12.d 6.1.12.D.12.a RH.11-12.4-6 RH.11-12.8-9 WHST.11-12.1-2 WHST.11-12.4</p>	<p><i>Formative Assessment</i></p> <ul style="list-style-type: none"> <li>● Complete a chart detailing the growth of Nixon Administration programs to help country?</li> <li>● Class discussion What is the significance of</li> </ul>

		<p>reading</p> <ul style="list-style-type: none"> <li>Independent study</li> </ul>	<p>WHST.11-12.8 CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4 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>Watergate turning point for Nixon?</p> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>Research Paper- Students will write a paper on the challenges women faced for the fight for equality.</li> </ul>
<p><b>1980's-Present</b></p> <ul style="list-style-type: none"> <li>The Reagan presidency: Domestic and Foreign policy agenda</li> <li>The fall of the Berlin Wall</li> <li>The end of the Cold War</li> <li>The fall of the Soviet Union</li> <li>The George H. W. Bush presidency</li> <li>First Gulf War</li> <li>Issues facing modern America</li> </ul>	<p>4 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>Small group instruction</li> <li>Teacher modelling</li> <li>Modified assessments</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>Multiple levels of questioning</li> <li>Critical/analytical thinking tasks</li> </ul>	<p>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 6.3.12.D.1 6.3.12.D.2 Amistad LGBTQ+ CRP1,2,4,5,6,7,8,9,10,11,12 RH.11-12.4-6 RH.11-12.8-9 WHST.11-12.1-2 WHST.11-12.4 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 8.2.12.B.4 8.2.12.D.4</p>	<p><i>Formative Assessment</i></p> <ul style="list-style-type: none"> <li>Create a cause and effect chart of the Fall of the Soviet Union</li> <li>Brief biographical sketch of Ronald Regan</li> </ul> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>Create and present a Google Slide Show on the First Gulf War.</li> <li>Current Event- discussion and presentations on issues facing modern America.</li> </ul>