

**COURSE TITLE**

US History II

**LENGTH**

Full Year  
Grade 11

**DEPARTMENT**

Social Studies

**SCHOOL**

Rutherford High School

**DATE**

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# US History II

## 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.

As the class proceeds, students will further develop their social studies skills, including comprehension, technology, geography, and higher level thinking. They will be actively involved in discussions and oral presentations. Teachers will use a wide array of rigorous teaching techniques, including collaborative education, differentiated instruction, creative assignments, and the latest technology.

New Jersey Student Learning Standards, LGBTQ+, Holocaust, Genocide and Amistad Mandates and Board of Education requirements are included in the curriculum. Additionally, the history of New Jersey is infused into the course at the appropriate time in United States history. Career education standards are infused also and are designed to prepare students for career selection, preparation and employment.

As this is a required course, it will include students of all academic abilities. Teachers are expected to use appropriate instructional methods to allow for individual student learning. Students then will put their maximum efforts into the class to derive the maximum learning experience. A good teacher-student relationship of respect will be developed to obtain maximum learning.

In the course, the Cold War, the modern Civil Rights movement, and political and economic growth will be the major topics. Additionally, American arts, life style, technological changes, literature and changing demographics will be studied.

## 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:**

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.
- Evaluate evidence from primary and secondary sources
- Develop and practice debating skills
- Write a valid Document Based Essay
- 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.
- Compare and contrast points of view from multiple authors or sources
- Recognize cause and effect
- Analyze and evaluate historical patterns of continuity and change over time.
- Identify, analyze and synthesize information on maps, charts, graphs, photos, etc.
- Analyze cartoons as a means of expressing viewpoints
- Identify and understand what constitutes differences and duration of various historical period
- Comprehend and understand historical chronology and timelines

**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.

- 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 designed for a heterogeneously grouped Grade 11 class.

### **IV. Methods of Assessment**

#### *Student Assessment*

- Homework
- Class discussion
- Technology-based projects
- Group projects and reports
- Alternate assessments
- Research papers
- Tests and quizzes
- Document-based essays and free-response essays
- Class participation
- Quarterly Benchmark Assessments
- Debates/Socratic Seminars
- 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**

Classes are grouped by grade level in a heterogeneous manner. The course is open to all students in grade 11 without prerequisites or placement criteria.

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

This is an eleventh-grade, full-year course. This course 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.
- *Speakers* - Teachers are encouraged to use local individuals, parents, and organizations to obtain speakers who can enhance the curriculum with the approval of the administration. The New Jersey Speakers Bureau can also be consulted.
- Rutherford High School online data-base and internet 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/)
- Primary, secondary and supplemental readings
- Cobbs, Elizabeth, Gjerde, Jon. Major Problems in American History Volume II – Since 1865 Houghton Mifflin Company, New York, 2007
- Dinnerstein, Leonard, Jackson, Kenneth T. American Vistas Volume II 1877-Present Oxford University Press, New York, 1995
- 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

## VIII. Suggested Activities

- Current Events
- Supplementary Reading
- Field trips determined by the teacher
- Film Critiques and Reactions
- Class Discussion
- Technology projects; Video-Documentary, iMovie, digital cameras
- Debates/Socratic Seminars
- Project Based Assessments
- Homework
- Note Taking
- Map Activities
- Research Presentations
- Integrating career studies into social studies topics being studied.

## IX. Methodologies

The teacher is expected to use visual, oral, and written components in the lessons to reach all students with different learning styles. 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
- Additional readings, primary and secondary
- Debates/Socratic Seminars
- Project Based Assessments

## **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>Conclusion of World War II: 1945</b></p> <ul style="list-style-type: none"> <li>● Review of the origins of World War</li> <li>● Major themes of the European and Pacific theaters</li> <li>● End of the war in Europe and the Pacific</li> <li>● Atomic bomb usage debate</li> <li>● Impact that the war will have on the US and the world post-1945</li> </ul>	<p>1 week</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>● Small group instruction</li> <li>● Teacher modeling of debate skills</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>● Authentic assessments</li> <li>● Independent research</li> </ul>	<p>6.1.12.D.11.a 6.1.12.D.11.b 6.1.12.D.11.c 6.1.12.D.11.d 6.1.12.D.11.e 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>● Use of the atomic bomb debate</li> </ul> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>● End of World War II Quiz</li> </ul>
<p><b>Early Cold War Conflicts: 1945 to 1960</b></p> <ul style="list-style-type: none"> <li>● Origins of the Cold War</li> <li>● Capitalism and Democracy v. Communism and Dictatorship</li> <li>● Containment</li> <li>● Truman Doctrine and the Marshall Plan</li> <li>● Post-WWII Germany</li> <li>● Origins of NATO</li> <li>● The Red Scare: McCarthyism, the Federal Loyalties and Security Program, HUAC, the Rosenbergs, Alger Hiss, and the</li> </ul>	<p>6 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</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>● Potsdam Conference &amp; Berlin Airlift primary document analysis</li> <li>● Origins of the Cold War quiz</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>● Cold War DBQ</li> </ul>

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Hollywood Ten</p> <ul style="list-style-type: none"> <li>● President Eisenhower and the Cold War: The CIA, brinksmanship, Iran, death of Joseph Stalin, the Warsaw Pact, and the U2 Incident</li> </ul>			<p>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>	<ul style="list-style-type: none"> <li>● Early Cold War Conflicts Test-essay, multiple choice, open-ended</li> </ul>
<p><b>American Domestic Life: 1945 to 1960</b></p> <ul style="list-style-type: none"> <li>● The Servicemen’s Readjustment Act of 1944</li> <li>● Post-WWII Suburbanization and Levittown</li> <li>● Issues of sexism in post-WWII society</li> <li>● 1950s consumer culture</li> <li>● 1950s Popular Culture and Music</li> <li>● 1950s Urban Decay</li> </ul>	<p>5 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 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 9.2.12.C.4,7,8</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>● GI Bill primary document analysis</li> <li>● Levittown primary document analysis</li> <li>● 1950s society Quiz</li> </ul> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>● 1950s Urban Decay museum project</li> <li>● American Domestic Life: 1945 to 1960 Test- open ended and multiple choice questions</li> </ul>
<p><b>The Kennedy Presidency: 1961 to 1963</b></p> <ul style="list-style-type: none"> <li>● Biographies: John F. Kennedy and Richard M. Nixon</li> <li>● The Presidential Election of 1960</li> </ul>	<p>5 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>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</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>● Election of 1960, Bay of Pigs and Cuban Missile Crisis primary document analysis</li> </ul>

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"> <li>● Kennedy’s New Frontier</li> <li>● The “Camelot Years”</li> <li>● The Cuban Revolution</li> <li>● The Bay of Pigs Crisis</li> <li>● The Berlin Crisis</li> <li>● The Cuban Missile Crisis</li> <li>● The assassination of JFK</li> <li>● President Kennedy’s legacy</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>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>	<ul style="list-style-type: none"> <li>● President Kennedy foreign policy quiz- document based questions</li> </ul> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>● President Kennedy museum research project- focusing on domestic and foreign policies of Kennedy with presentations</li> <li>● The Kennedy Presidency Test</li> </ul>
<p><b>The Civil Rights Movement: 1860 to 1968</b></p> <ul style="list-style-type: none"> <li>● Overview of the Civil War &amp; Reconstruction Amendments: 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup></li> <li>● The Civil Rights Act of 1875 and the 1883</li> <li>● Plessy v. 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>● James Meredith and Ole Miss</li> </ul>	<p>7 weeks</p>	<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>	<p>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</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>● Primary document analysis on Plessy v Ferguson</li> <li>● Quiz on Reconstruction Amendments through 1896</li> <li>● Daily primary document analysis and writing activities on Google Classroom</li> </ul> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>● Unit Test Part 1: Civil Rights Movement 1896-1954</li> <li>● Unit Test Part 2: Civil Rights Movement 1954-1968</li> </ul>

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"> <li>● Desegregating Birmingham Alabama and Letter from a Birmingham Jail</li> <li>● Death of Medgar Evers</li> <li>● 1963 March on Washington</li> <li>● The Civil Rights Act of 1964</li> <li>● Freedom Summer</li> <li>● The Selma Campaign</li> <li>● The assassination of Malcolm X</li> <li>● The Voting Rights Act of 1965</li> <li>● Northern de facto segregation</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>			6.3.12.D.1 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	<ul style="list-style-type: none"> <li>● Civil Rights Essay- students will research and write an essay on prompt provided by the Rutherford Civil Rights Commission</li> </ul>

<p><b>The Vietnam War Years: 1945 to 1975</b></p> <ul style="list-style-type: none"> <li>● Geographical background of Southeast Asia</li> <li>● French Colonial History in Indochina</li> <li>● The rise of Ho Chi Minh</li> <li>● Japanese control of Indochina</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>	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	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> <li>● Primary document analysis of Ho Chi Minh’s 1945 Declaration of Independence</li> <li>● Quiz Colonialism in Vietnam</li> <li>● Daily primary document</li> </ul>
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<ul style="list-style-type: none"> <li>● Vietnam and World War II</li> <li>● Ho Chi Minh’s 1945 Declaration of Independence</li> <li>● The French Indochinese War</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>● 1956 Vietnamese unification election</li> <li>● The Gulf of Tonkin attack and Resolution</li> <li>● President Johnson’s escalation of the conflict</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>● Cambodia and Kent State</li> <li>● The Presidential Election of 1972</li> <li>● The final stages of the war in Vietnam</li> <li>● Aftermath and legacy of the war in Vietnam</li> </ul>		<ul style="list-style-type: none"> <li>● Interest based content</li> <li>● Elevated vocabulary</li> </ul>	<p>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>analysis activities on Google Classroom</p> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>● Unit Test Part 1: The Conflict in Vietnam 1900-1964</li> <li>● Unit Test Part 2: The Conflict in Vietnam: 1965-1975</li> <li>● Oral History of Vietnam soldiers, nurses, perspective of someone involved using Rutgers Institute</li> </ul>
<p><b>The Nixon and Ford Presidencies: 1968 to 1975</b></p> <ul style="list-style-type: none"> <li>● President Nixon’s foreign policy in China and the Soviet Union</li> <li>● The Watergate Scandal</li> <li>● Nixon’s resignation and</li> </ul>	<p>3 weeks</p>	<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>	<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</p>	<p><i>Formative Assessment</i></p> <ul style="list-style-type: none"> <li>● Primary document analysis of the SALT I Treaty</li> <li>● Quiz on President Nixon’s foreign policy</li> <li>● Daily primary document</li> </ul>

<p>Watergate aftermath</p> <ul style="list-style-type: none"> <li>● President Ford’s pardon of Nixon</li> <li>● The Ford presidency: Domestic and Foreign policy agenda</li> </ul>		<ul style="list-style-type: none"> <li>● Suggested supplemental reading</li> <li>● Independent study</li> </ul>	<p>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 9.2.12.C.4</p>	<p>analysis activities on Google Classroom</p> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>● Unit Test: President Nixon and the Watergate Scandal</li> <li>● Project: Debate on President Ford’s decision to pardon Richard Nixon</li> </ul>
<p><b>The Carter, Reagan, and Bush Presidencies: 1976 to 1993</b></p> <ul style="list-style-type: none"> <li>● The presidential election of 1976</li> <li>● The Carter presidency: Domestic and Foreign policy agenda</li> <li>● The Iranian Hostage crisis</li> <li>● The presidential election of 1980 and 1984</li> <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 lasting legacy of the Cold War</li> <li>● The presidential election of 1988</li> <li>● The George H. W. Bush presidency</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 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>● Primary document analysis of the Presidential Election of 1976.</li> <li>● Quiz on the Carter Presidency</li> <li>● Daily primary document analysis and writing activities on Google Classroom</li> </ul> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>● Unit Test: The Carter, Reagan, and Bush Presidencies: 1976 to 1993</li> <li>● DBQ</li> </ul>
<p><b>Contemporary America: 1993 to present-day</b></p> <ul style="list-style-type: none"> <li>● Contemporary domestic and foreign policy issues</li> <li>● Presidents Bill Clinton, George</li> </ul>	<p>2 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>● Oral and written assignments</li> <li>● Use of assisted technology</li> </ul>	<p>6.1.12.D.15.d 6.3.12.D.1 6.3.12.D.2 RH.11-12.4-6 RH.11-12.8-9</p>	<p><i>Formative Assessment</i></p> <ul style="list-style-type: none"> <li>● Primary document analysis of the election of 1992, 1996, and 2000</li> <li>● Primary document analysis</li> </ul>

<p>W. Bush, Barack Obama, and Donald Trump</p> <ul style="list-style-type: none"> <li>● 9/11</li> <li>● Issues facing modern America</li> </ul>		<ul style="list-style-type: none"> <li>● Pre-teaching vocabulary and concepts</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>● Inquiry Based instruction</li> <li>● Real world problems and scenarios</li> <li>● Independent research</li> </ul>	<p>WHST.11-12.1-2                  WHST.11-12.4                  WHST.11-12.8                  Amistad                  Holocaust                  LGBTQ+                  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                  8.2.12.D.4</p>	<p>of the September 11, 2001 attacks</p> <ul style="list-style-type: none"> <li>● Respond to Document Based Questions</li> </ul> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> <li>● Independent Research Project &amp; Presentation: Contemporary Issues in American society</li> </ul>
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