

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

COURSE OF STUDY

FOR

**AMERICAN STUDIES:  
UNITED STATES HISTORY II  
SST 317**

APPROVED BY THE BOARD  
OF EDUCATION

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January 24, 2013

Revised: October 2009

Last Revised: November 12, 2009

## RATIONALE

American Studies: United States History II is a continuation of United States History I. It provides students with a chronological study of the issues, events, and forces that have shaped our nation, from the late nineteenth century to the present. This course emphasizes the importance of democratic citizenship in effecting changes upon our political structure, our economy, our society, and our culture. Students will develop a meaningful understanding of US History as they investigate the rise of the United States to the status of international superpower, the impact of art and literature, social reform movements, the civil rights movement, the rise of organized labor, and the diversity of America's population.

American Studies II is a challenging program designed to help students reach their full potential through a variety of teaching strategies and assessments. Emphasis is placed on the development of critical reading and thinking skills in the interpretation of historical events. This course of study has been revised to reflect the integration of the NJ Core Content Standards in Social Studies into the curriculum. A reference chart is included below. In addition, this revised course of study reflects multiple and varied forms of student assessment, the integration of computer technology into instruction, and the emphasis on student writing and critical reading skills across the curriculum.

In 1960, John F. Kennedy acknowledged the importance of the study of history when he said, "We celebrate the past to awaken the future." In American Studies II students will be expected not only to make relevant connections between the past and the present, but to look ahead to ultimately determine the direction of this nation during the 21<sup>st</sup> century. The course proficiencies meet the New Jersey Core Content Standards for Social Studies, Technology, and the English/Language Arts Common Core Standards, which are embedded within the units and objectives of the curriculum.

The revised curriculum aligns with the 2014 New Jersey Student Learning Standards for Social Studies, English Language Arts, and Technology, and 21<sup>st</sup> Century Life and Careers.

**Modifications and Adaptions:** For guidelines on how to modify and adapt curricula to best meet the needs of all students, Instructional staff should refer to the following link: <http://njcdd.org/wp-content/uploads/2016/08/tools-teacherspart2.pdf>. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

## UNITS OF STUDY

<b>UNIT</b>	<b>TOPIC</b>	<b>ESSENTIAL QUESTION(S)</b>	<b>STANDARDS</b>
UNIT I	The United States Becomes A World Power	What constitutes a world power?	6.1, 8.1, RH.11-12, WHST.11-12
UNIT II	The Era of Reform 1890-1920	What is the responsibility of the government for the welfare of its citizens?	6.1, 6.3, 8.1, RH.11-12, WHST.11-12
UNIT III	From Boom to Bust 1920-1933	To what extent were the economic decisions of the 1920s responsible for the Great Depression?	6.1, 8.1, RH.11-12, WHST.11-12
UNIT IV	The New Deal 1933-1940	How was the free market affected by the policies of the New Deal?	6.1, 8.1, RH.11-12, WHST.11-12
UNIT V	The Road to Global War 1919-1945	What role does the American government have with regard to crisis throughout the world?	6.1, 8.1, RH.11-12, WHST.11-12
UNIT VI	The Cold War: Truman, Eisenhower, JFK 1945-1963	Was the Cold War inevitable? Which nation(s) holds the responsibility for its inception and continuation?	6.1, 6.3, 8.1, RH.11-12, WHST.11-12
UNIT VII	The Era of Conflict, Compromise, and Change 1945-1975	What forces contributed to this period's tumult? To what extent did it contribute to the rise of conservatism?	6.1, 6.2, 8.1, RH.11-12, WHST.11-12
UNIT VIII	The Post-Vietnam Era 1975-1989	What impact did the "era of change" have on America?	6.1, 8.1, RH.11-12, WHST.11-12
UNIT IX	Towards a New Millennium 1990 - 2000	What factors led to the "bust" to "boom" conditions of the 1990s?	6.1, 6.2, 8.1, RH.11-12, WHST.11-12
UNIT X	The New Millennium (2000-Present)	What impact did 9-11 and the success of political neo-conservatism have on the United States?	6.1, 8.1, RH.11-12, WHST.11-12

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

### **AFFIRMATIVE ACTION**

During the development of this course of study, particular attention was paid to material which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

#### **PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS COURSE PROFICIENCIES AND GRADING PROCEDURES**

**COURSE NO. SST317**

**TITLE: AMERICAN STUDIES: UNITED STATES HISTORY II**

IN ACCORDANCE WITH DISTRICT POLICY AS MANDATED BY THE NEW JERSEY ADMINISTRATIVE CODE AND THE NEW JERSEY CORE CURRICULUM CONTENT STANDARDS, THE FOLLOWING ARE PROFICIENCIES REQUIRED FOR THE SUCCESSFUL COMPLETION OF THE ABOVE-NAMED COURSE.

At the conclusion of this course students will be able to:

1. identify major events in U.S. History from the late Nineteenth Century to the present.

2. apply the historical concepts of change and continuity over time in U.S. History.
3. explain how the historical development of the United States continues to take place in a global context through the connection between world events and the role of the United States.
4. recognize the sources of cultural diversity and its impact on American life from the late Nineteenth Century to the present.
5. describe the roles and contributions of the various groups that make up the American mosaic.
6. recognize the roles of African-Americans, women, and ethnic/racial minorities in shaping the development of the United States.
7. analyze the causes and consequences of prejudice as manifested in U.S. History.
8. evaluate the impact of attitudes and policies concerning the environment on the quality of life throughout U.S. History.
9. understand, evaluate and analyze the role of the Democratic political system in protecting the rights of the individual in shaping the history of New Jersey and the United States.
10. explain the role of the legislative, executive and judicial branches of government in key domestic and foreign policy decisions from the late Nineteenth Century to the present.
11. recognize the differing goals and philosophy of business, labor, government and consumers from the late Nineteenth Century to the present.
12. apply the geographic themes of location, place, movement, human/environment interaction and regions to the history of New Jersey and the United States.
13. analyze the impact of agents of change in determining U.S. domestic and foreign policy during the last century.
14. relate scientific and technological innovations to physical, social, and environmental changes in American life.
15. assess the impact of social forces on the structure of the American family from 1890 to the present.
16. explain the impact of the arts (literature, art, music, architecture, film and other media), in developing the American cultural identity.
17. demonstrate research and study habits including skills in gathering, organizing, applying and analyzing information to solve problems and make judgments.
18. demonstrate understanding of issues that affect today's society in a collaborative and reflective manner making informed judgments about these issues.
19. engage in personal, social, economic and/or political actions in a manner consistent with democratic principles.
20. use computer-based references and information systems to locate, generate and interpret information.
21. demonstrate understanding of economic forces, ideas, and institutions and the impact on the history of New Jersey and the United States.

\*These are indicated in parentheses after each proficiency listed in the body of the course of study.

**GRADING PROCEDURES**

Social Studies Grading Procedures  
Grades 9-12

Substantial assessments	Daily (short-term) assessments
70%	30%

<p>May include, but not limited to, the following:</p> <p style="text-align: center;"><b>Tests, Exams</b> <b>Long-term projects</b> <b>Extended written assessments</b></p>	<p>May include, but not limited to, the following:</p> <p style="text-align: center;"><b>Quizzes</b> <b>Homework</b> <b>Classwork</b></p>
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**These categories may include a variety of assessments suitable for all learners.**

<p style="text-align: center;"><b>Final Grade – Full Year Course</b></p>	
<p><b>Full Year Course</b></p> <ul style="list-style-type: none"> <li>• Each marking period shall count as 20% of the final grade (80% total).</li> </ul>	<p>The midterm and final assessments will each count as 10% of the final grade (20% of the student final grade in total).</p>

## **BENCHMARK ASSESSMENTS**

Separately, we assess students to gauge progress and inform instruction. Benchmark assessments for students in grades 9 through 12 are administered in the form of a midterm and final exam for full year courses. \*Special Note: Only final exams are administered at the end of quarter courses and semester courses.



**UNIT I: THE UNITED STATES BECOMES A WORLD POWER (1898-1920)**

**ESSENTIAL QUESTION: What constitutes a world power?**

<b>OBJECTIVES</b> Numbers in parentheses indicate coordination with the Course Proficiencies.	<b>STANDARDS</b>	<b>SUGGESTED ACTIVITIES</b>	<b>EVALUATIONS/ ASSESSMENTS</b>	<b>TEACHER NOTES</b>
<b>Students will be able to:</b>		<b>Students will:</b>		
1. explain the factors that led to a growing interest in expansion in the late 1800's. (1, 3, 13)	6.1.12.C.5.a 8.1.12.C.1 RH.11-12.1, 2,4,6 WHST.11-12.1- 5, 9, 10 6.2.12.C.3.b	<ul style="list-style-type: none"> <li>write a position paper defending the expansionist or anti-expansionist position.</li> </ul>	Teacher –created rubric	

<p>2. evaluate why the United States declared war on Spain. (1, 3, 7, 10, 11)</p>	<p>8.2.12.D.1 RH.11-12.1, 2, 4, 6 6.2.12.D.4.g</p>	<ul style="list-style-type: none"> <li>utilizing primary sources, debate the pro-con arguments for going to war with Spain utilizing Robert’s Rules of Order in a formal Senate</li> </ul>	<p>Teacher –created rubric</p>	<p>Students may research the topic using available computer technology</p>
<p>3. understand the concept of Jingoism and yellow journalism. (15, 21)</p>	<p>8.1.12.A.2 RH.11-12.1, 2, 4, 6 WHST.11-12.1- 5, 9, 10</p>	<ul style="list-style-type: none"> <li>examine models and then create two articles, one reflecting yellow journalism and one factual article on the Spanish American War.</li> </ul>	<p>Peer evaluation Teacher – created rubric</p>	
<p>4. analyze United States strategy during the war with Spain. (10, 14)</p>	<p>6.2.12.D.4.g 8.1.12.C.1</p>	<ul style="list-style-type: none"> <li>on a map, locate and trace key battles in the eastern and western hemispheres during the war using the Tablet PC/MacBook, and interactive projector.</li> </ul>	<p>Completed Map</p>	
<p>5. understand the process of United States acquisition of new territory as a result of the war with Spain. (3,13)</p>	<p>6.1.12.B.6.a 8.1.12.C.1 RH.11-12.1, 2, 4, 6 WHST.11-12.1- 5, 9, 10 6.2.12.D.3.e</p>	<ul style="list-style-type: none"> <li>create policy statements regarding our newly acquired territories.</li> </ul>	<p>Teacher –created rubric</p>	

**UNIT I: THE UNITED STATES BECOMES A WORLD POWER (continued)**

**ESSENTIAL QUESTION: What constitutes a world power?**

<p><b>OBJECTIVES</b> Numbers in parentheses indicate coordination with the Course Proficiencies.</p>	<p><b>STANDARDS</b></p>	<p><b>SUGGESTED ACTIVITIES</b></p>	<p><b>EVALUATIONS/ ASSESSMENTS</b></p>	<p><b>TEACHER NOTES</b></p>
<p><b>Students will be able to:</b></p>		<p><b>Students will:</b></p>		

<p>6. evaluate the consequences of the Spanish American war on our foreign and domestic policy. (2, 10, 11, 13)</p>	<p>6.2.12.C.3.6 8.1.12.A.1, 2, 3 RH.11-12.1-10 WHST.11-12.1-10</p>	<ul style="list-style-type: none"> <li>• write a newspaper article analyzing the new role America has in the world. Article can represent various perspectives (U.S. worker, businessperson, foreign-born person, etc).</li> </ul>	<p>Teacher –created rubric</p>	<p>Use Google Docs, or Microsoft Publisher</p>
<p>7. analyze the role of the United States in Asian affairs in the late 1800’s and early 1900’s. (10, 11, 12, 13)</p>	<p>8.1.12.A.1, 2, 3 RH.11-12.1-10 WHST.11-12.1-10 6.2.12.C.3.b 6.2.12.D.3.c</p>	<ul style="list-style-type: none"> <li>• in an editorial, evaluate one of the United States policies towards China or Japan and discuss the advantages and disadvantages of these policies.</li> </ul>	<p>Teacher –created rubric</p>	<p>Use Google Docs, or Microsoft Publisher</p>
<p>8. evaluate the role of Theodore Roosevelt regarding the powers of the presidency. (10, 13)</p>	<p>6.1.12.D.6.b 8.1.12.A.1, 2, 3 RH.11-12.1-10 WHST.11-12.1-10</p>	<ul style="list-style-type: none"> <li>• read primary sources dealing with Theodore Roosevelt’s “Big Stick Diplomacy” and discuss in class.</li> <li>• answer the following question in a journal entry: Could TR govern the United States today?</li> </ul>	<p>Class discussion  Peer evaluation Teacher – created rubric</p>	<p>Use Google Docs</p>
<p>9. analyze how nationalism, imperialism, militarism and the defense alliance system caused WWI in Europe. (1, 3, 10, 11, 13)</p>	<p>6.1.12.A.7.a 6.1.12.B.7.a 6.1.12.C.7.b RH.11-12.1-10</p>	<ul style="list-style-type: none"> <li>• in cooperative groups, take part in the simulation game Guns or Butter and participate in a class discussion focusing on the outcome of the game.</li> </ul>	<p>Class discussion Teacher – created rubric</p>	

**UNIT I: THE UNITED STATES BECOMES A WORLD POWER (continued)**

**ESSENTIAL QUESTION: What constitutes a world power?**

<p><b>OBJECTIVES</b> Numbers in parentheses indicate coordination with the Course Proficiencies.</p>	<p><b>STANDARDS</b></p>	<p><b>SUGGESTED ACTIVITIES</b></p>	<p><b>EVALUATIONS/ ASSESSMENTS</b></p>	<p><b>TEACHER NOTES</b></p>
<p><b>Students will be able to:</b></p>		<p><b>Students will:</b></p>		

<p>10. determine how WWI effected the soldiers, citizens, and diplomats in the world. (6, 9, 13, 15)</p>	<p>6.1.12.D.7.a 8.1.12.A.1, 2, 3 RH.11-12.1-10 WHST.11-12.1-5, 9, 10</p>	<ul style="list-style-type: none"> <li>complete diary entries assuming the role of a 16 year old youth and reflect on how the war impacted his/her life.</li> </ul>	<p>Teacher – created rubric</p>	<p>Student diaries will be evaluated on creativity, knowledge of historical events, and accuracy. Use Google Docs</p>
<p>11. analyze how the United States moved from a position of neutrality to war. (2, 3, 10, 11, 13)</p>	<p>6.1.12.B.7.a 6.1.12.A.7.a 8.1.12.C.1 8.1.12.A.2 RH.11-12.1-10</p>	<ul style="list-style-type: none"> <li>research and debate United States policy regarding our response to German sub-warfare.</li> </ul>	<p>Students will be evaluated based on established debate scoring rubrics. Students will be evaluated on the procedural use of Robert’s Rules of Order.</p>	<p>Use Google Docs to gather notes collaboratively</p>
<p>12. evaluate the reasons for the United States Declaration of War against Germany. (11, 13, 17)</p>	<p>6.1.12.D.7.b RH.11-12.1-10 WHST.11-12.1-5, 9, 10 6.1.12.A.7.A</p>	<ul style="list-style-type: none"> <li>read and analyze Wilson’s Declaration of War Address and write an editorial in response.</li> </ul>	<p>Students will be evaluated on a pre-established scoring rubric.</p>	

**UNIT I: THE UNITED STATES BECOMES A WORLD POWER (continued)**

**ESSENTIAL QUESTION: What constitutes a world power?**

<p><b>OBJECTIVES</b> Numbers in parentheses indicate coordination with the Course Proficiencies.</p>	<p><b>STANDARDS</b></p>	<p><b>SUGGESTED ACTIVITIES</b></p>	<p><b>EVALUATIONS/ ASSESSMENTS</b></p>	<p><b>TEACHER NOTES</b></p>
<p><b>Students will be able to:</b></p>		<p><b>Students will:</b></p>		
<p>13. describe the efforts on the home front that contributed our victory (4, 6,11)</p>	<p>6.1.12.C.7.b RH.11-12.1-10 8.1.12.C.1</p>	<ul style="list-style-type: none"> <li>through the use of a panel discussion, evaluate the pros and cons of government regulations during wartime.</li> </ul>	<p>Based on established standards, students will be evaluated on the panel discussion performance.</p>	

14. describe the role of American troops in ending the war. (4, 6, 13)	6.1.12.A.7.b 8.1.12.A.3	<ul style="list-style-type: none"> <li>utilize “Google Earth” and “experience” the battle fields and the importance of their location and American decision making after the war.</li> </ul>	Students continuing in their role as senators will prepare a brief suggesting America’s foreign policy in the upcoming decade.	
15. understand Wilson’s goals for peace and the final terms of the Treaty of Versailles. (1, 2, 3, 10, 13)	6.1.12.A.7.c RH.11-12.1-10 8.2.12.A.3 6.1.12.A.7.c	<ul style="list-style-type: none"> <li>participate in a Senate hearing debating whether to accept Wilson’s Fourteen Points.</li> </ul>	Students will be evaluated using traditional tests, including essays and selected response questions.	

**UNIT II: THE ERA OF REFORM (1890-1920)**

**ESSENTIAL QUESTION: What is the responsibility of the government for the welfare of its citizens?**

<b>OBJECTIVES</b> Numbers in parentheses indicate coordination with the Course Proficiencies.	<b>STANDARDS</b>	<b>SUGGESTED ACTIVITIES</b>	<b>EVALUATIONS/ ASSESSMENTS</b>	<b>TEACHER NOTES</b>
<b>Students will be able to:</b>		<b>Students will:</b>		
16. identify the causes of agrarian discontent in the late 19 <sup>th</sup> century as well as farmers’ attempts at solutions. (9, 10, 11, 12, 13, 15, 21)	6.1.12.C.6.a 8.1.12.A.1 RH.11-12.1-10 WHST.11-12.1-5, 7, 9	<ul style="list-style-type: none"> <li>create a list of farm improvements (technology), identify and assess their impact on farmers in the late 19<sup>th</sup> century.</li> <li>write an essay analyzing and ranking the various elements that changed agriculture in the late 19<sup>th</sup> century.</li> </ul>	Complete list  Teacher-created rubric	
17. recognize Progressivism as a movement made up of many goals and reform activities (1, 5, 7, 9, 11, 15, 21)	6.1.12.A.6.a 8.1.12.A.1 RH.11-12.1-10 WHST.11-12.1-10	<ul style="list-style-type: none"> <li>write a muckraking article analyzing a societal problem utilizing a primary source, such as <i>The Jungle</i>.</li> </ul>	Teacher-created rubric	Use Google Docs

18. identify leading Progressives and the actions they took to reform government activities. (1, 5, 13)	6.1.12.A.6.a RH.11-12.1-10 WHST.11-12.1-5, 9, 10	<ul style="list-style-type: none"> <li>assume the role of a leading Progressive and describe their efforts to reform society in a journal entry or formal essay.</li> </ul>	Teacher-created rubric	
19. explain progressive reforms at the state and local level and analyze their impact on those localities. (8, 9, 13)	6.1.12.A.6.a 6.3.12.A.1 6.3.12.D.1 RH.11-12.1-10 WHST.11-12.1-10	<ul style="list-style-type: none"> <li>in groups, representing various societal groups, describe working conditions and create a law to correct the problem. (This can be aligned to a current issue.)</li> </ul>	Teacher-created rubric	Students may use the Internet to conduct research

**UNIT II: THE ERA OF REFORM (continued)**

**ESSENTIAL QUESTION: What is the responsibility of the government for the welfare of its citizens?**

<b>OBJECTIVES</b> Numbers in parentheses indicate coordination with the Course Proficiencies.	<b>STANDARDS</b>	<b>SUGGESTED ACTIVITIES</b>	<b>EVALUATIONS/ ASSESSMENTS</b>	<b>TEACHER NOTES</b>
<b>Students will be able to:</b>		<b>Students will:</b>		
20. identify how the United States constitution supported progressivism through the amendment process. (10, 11, 13)	6.1.12.D.6.c 8.1.12.A.1	<ul style="list-style-type: none"> <li>create a chart listing the amendments passed during the progressive era and determine how these amendments reflected the goals of progressivism.</li> </ul>	Teacher-created rubric	Students will be evaluated on the accuracy of content.
21. describe T. Roosevelt’s rise to the presidency and his accomplishments as president. (9, 10)	6.1.12.A.6.a 8.1.12.A.1 RH.11-12.1-10 WHST.11-12.1-10	<ul style="list-style-type: none"> <li>research and write a newspaper article for the <i>Wall Street Journal</i> evaluating the trust busting activities of T. Roosevelt.</li> </ul>	Teacher-created rubric	Use Google Docs

22. analyze reforms achieved by Wilson and evaluate their effectiveness in achieving the goals of progressivism. (1, 8, 9, 10, 11, 13)	6.1.12.A.6.a 8.1.12.A.2 RH.11-12.1-10	<ul style="list-style-type: none"> <li>construct a chart listing the reforms made by Wilson and evaluate the effectiveness of each.</li> </ul>	Completed chart Teacher-created rubric	Student's charts will be evaluated for historical accuracy.
23. describe the position of Black Americans and women in American society during the progressive era. (4, 7, 10)	6.1.12.A.6.b, c 8.1.12.A.2 RH.11-12.1-10 WHST.11-12.1-5, 9, 10	<ul style="list-style-type: none"> <li>create a political cartoon satirizing the conditions that existed for women and African Americans during the era.</li> </ul>	Teacher-created rubric	Students will take an additional quiz on progressive legislation.
24. analyze the influence of progressivism on environmental conservation. (8, 9, 13)	6.1.12.B.6.b 8.1.12.A.3 WHST.11-12.1-5, 9, 10	<ul style="list-style-type: none"> <li>use Google Earth® to view the national parks that were created during the era and critique modern conservation legislation and present their findings to the class acting as a U.S. Senator.</li> </ul>	Teacher-created rubric	

**UNIT III: FROM BOOM TO BUST (1920-33)**

**ESSENTIAL QUESTION: To what extent were the economic decisions of the 1920s responsible for the Great Depression?**

<b>OBJECTIVES</b> Numbers in parentheses indicate coordination with the Course Proficiencies.	<b>STANDARDS</b>	<b>SUGGESTED ACTIVITIES</b>	<b>EVALUATIONS/ASSESSMENTS</b>	<b>TEACHER NOTES</b>
<b>Students will be able to:</b>		<b>Students will:</b>		
25. describe the social tensions that arose in the United States after World War I. (7, 9, 11, 15)	6.1.12.A.8.c 8.1.12.A.1, 2 RH.11-12.1-10 WHST.11-12.1-5, 9, 10	<ul style="list-style-type: none"> <li>research and create an illustrated mosaic using magazines and periodicals that exemplifies the tensions of the era.</li> </ul>	Teacher-created rubric	
26. explain how the policies of Harding and Coolidge stimulated business and economic prosperity. (9, 13, 21)	6.1.12.A.8.a 8.1.12.A.1 RH.11-12.1-10	<ul style="list-style-type: none"> <li>create a cause and effect chart of presidential economic policies and results.</li> </ul>	Teacher-created rubric	

27. describe the revolution in styles and manners during the 20's. (14, 15, 16)	6.1.12.C.8.b 8.1.12.A.1-3 RH.11-12.1-10 WHST.11-12.1-5, 9, 10	<ul style="list-style-type: none"> <li>• create a movie comparing and analyzing the styles of today to the styles of the 1920's.</li> <li>• act as movie critics and write a formal review for their newspaper.</li> </ul>	Teacher-created rubric  Teacher-created rubric	
28. explain the status and impact of African Americans, women, and immigrants during the 1920's. (4, 6, 9, 12)	6.1.12.C.8.a, b 6.1.12.D.8.a, b RH.11-12.1-10 WHST.11-12.1-5, 9, 10	<ul style="list-style-type: none"> <li>• take on the role of a minority after the war and explain in a round circle conversation or essay how the inequalities within the nation must be addressed. .</li> </ul>	Teacher-created rubric Traditional quiz	
29. describe the causes and results of the Red Scare. (7, 9, 10, 11, 13)	6.1.12.A.8.c 8.1.12.A.1 RH.11-12.1-10 WHST.11-12.1-10	<ul style="list-style-type: none"> <li>• research and write a closing statement for the trial of Sacco and Vanzetti.</li> </ul>	Teacher-created rubric	

**UNIT III: FROM BOOM TO BUST (continued)**

**ESSENTIAL QUESTION: To what extent were the economic decisions of the 1920s responsible for the Great Depression?**

<b>OBJECTIVES</b> Numbers in parentheses indicate coordination with the Course Proficiencies.	<b>STANDARDS</b>	<b>SUGGESTED ACTIVITIES</b>	<b>EVALUATIONS/ ASSESSMENTS</b>	<b>TEACHER NOTES</b>
<b>Students will be able to:</b>		<b>Students will:</b>		
30. evaluate the impact of prohibition. (10, 15, 18)	6.1.12.A.8.a RH.11-12.1-10	<ul style="list-style-type: none"> <li>• conduct research and participate in a panel discussion on the pros and cons of prohibition and comparing it with contemporary efforts to regulate drug use.</li> </ul>	Teacher-created rubric	



<p>31. describe the causes of the 1929 stock market crash (1, 11, 21)</p>	<p>6.1.12.C.9.d 8.1.12.A.3</p>	<ul style="list-style-type: none"> <li>• be active participants in the stock market game and follow the rise and/or decline of stock prices.</li> <li>• “speculate” in the current stock market and determine the risks and benefits of investing in the stock market.</li> </ul>	<p>Teacher observation</p> <p>Class discussion</p>	
<p>32. identify the causes of the Great Depression. (1, 11, 21)</p>	<p>6.1.12.A.9.a 8.1.12.A.1 RH.11-12.1-10</p>	<ul style="list-style-type: none"> <li>• create a graph of economic activities from the turn of the century to the present.</li> </ul>	<p>Teacher-created rubric</p>	<p>Student’s graphs will be evaluated on historical accuracy.</p>

**UNIT III: FROM BOOM TO BUST (continued)**

**ESSENTIAL QUESTION: To what extent were the economic decisions of the 1920s responsible for the Great Depression?**

<p><b>OBJECTIVES</b> Numbers in parentheses indicate coordination with the Course Proficiencies.</p>	<p><b>STANDARDS</b></p>	<p><b>SUGGESTED ACTIVITIES</b></p>	<p><b>EVALUATIONS/ ASSESSMENTS</b></p>	<p><b>TEACHER NOTES</b></p>
<p><b>Students will be able to:</b></p>		<p><b>Students will:</b></p>		

<p>33. describe how Americans dealt with life during the depression. (2, 11, 12, 15, 21)</p>	<p>6.1.12.D.9.b RH.11-12.1-10 WHST.11-12.1-5, 9, 10</p>	<ul style="list-style-type: none"> <li>• watch excerpts from PBS’s “FDR”, <i>Cinderella Man</i>, <i>The Grapes of Wrath</i>, and others films depicting the struggles Americans endured and compare them to current struggles in a class discussion.</li> <li>• assume the persona of a person living in the depression and write an essay explaining the hardships they endured.</li> </ul>	<p>Teacher-created rubric</p> <p>Teacher – created rubric</p>	
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**UNIT IV: THE NEW DEAL (1933-40)**

**ESSENTIAL QUESTION: How was the free market affected by the policies of the New Deal?**

<p><b>OBJECTIVES</b> Numbers in parentheses indicate coordination with the Course Proficiencies.</p>	<p><b>STANDARDS</b></p>	<p><b>SUGGESTED ACTIVITIES</b></p>	<p><b>EVALUATIONS/ ASSESSMENTS</b></p>	<p><b>TEACHER NOTES</b></p>
<p><b>Students will be able to:</b></p>		<p><b>Students will:</b></p>		
<p>34. analyze and evaluate campaign promises during the election of 1932. (1, 9, 10)</p>	<p>6.1.12.C.10.b 8.2.12.A.1 RH.11-12.1-10 WHST.11-12.1-5, 9, 10</p>	<ul style="list-style-type: none"> <li>• stage a “mock campaign” to highlight the political and social differences of F.D.R. and Hoover and keep a portfolio of written responses relating to the campaign.</li> </ul>	<p>Teacher-created rubric</p>	<p>Use Google Docs</p>
<p>35. identify promises made to the electorate following the 1932 election. (1, 9, 10)</p>	<p>6.1.12.D.10.b RH.11-12.1-10</p>	<ul style="list-style-type: none"> <li>• create a Venn diagram to compare and contrast the promises of FDR’s campaign to presidential candidates of the 21<sup>st</sup> century.</li> </ul>	<p>Completed Venn diagram</p>	

<p>36. recognize FDR’s immediate approach to the depression and analyze his methodology. (10, 11, 13, 21)</p>	<p>6.1.12.C.10.a 8.1.12.A.3 RH.11-12.1-10 WHST.11-12.1-10</p>	<ul style="list-style-type: none"> <li>working in pairs, complete research and a chart assuming the role of a member of the “Brain Trust” to decide on how best to tackle the immediate problems of the nation in March 1933.</li> </ul>	<p>Completed Chart</p>	
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**UNIT IV: THE NEW DEAL (continued)**

**ESSENTIAL QUESTION: How was the free market affected by the policies of the New Deal?**

<p><b>OBJECTIVES</b> Numbers in parentheses indicate coordination with the Course Proficiencies.</p>	<p><b>STANDARDS</b></p>	<p><b>SUGGESTED ACTIVITIES</b></p>	<p><b>EVALUATIONS/ ASSESSMENTS</b></p>	<p><b>TEACHER NOTES</b></p>
<p><b>Students will be able to:</b></p>		<p><b>Students will:</b></p>		
<p>37. identify the basic components of both the first and second New Deal Programs. (10, 11, 13, 21)</p>	<p>6.1.12.C.10.a 6.1.12.B.10.a 6.1.12.A.10.b 8.1.12.A.1 RH.11-12.1-10 WHST.11-12.1-5, 9, 10</p>	<ul style="list-style-type: none"> <li>create a “New Deal Exhibit Room” each will be assigned a particular program and required to develop a visual representation (exhibit) to share with the class (see appendix).</li> </ul>	<p>Teacher-created rubric</p>	<p>Use Google Docs, iMovie, or Microsoft Publisher</p>
<p>38. recognize how socialistic ideas are reflected in New Deal programs and evaluate the effects on American capitalism during the 1930’s. (7, 9, 11, 13, 21)</p>	<p>6.1.12.C.10.a, b 8.1.12.B.2 RH.11-12.1-10 WHST.11-12.1-5, 9, 10</p>	<ul style="list-style-type: none"> <li>research then participate in a class discussion examining the question: How socialistic was the New Deal?</li> <li>draw conclusions based on the discussion and write a one paragraph response to the discussion topic.</li> </ul>	<p>Teacher-created rubric</p>	

<p>39. explain/evaluate the short and long term approach taken by The New Deal, including its impact on various groups and the relationship between the government and the people. (2, 6, 10, 11, 14, 15, 21)</p>	<p>6.1.12.A.10.c, 6.1.12.A.11.b 6.1.12.D.10.c RH.11-12.1-10</p>	<ul style="list-style-type: none"> <li>participate in a group activity where they will represent Herbert Hoover, Adam Smith, Karl Marx, and the current president reflecting upon the programs of the New Deal.</li> </ul>	<p>Teacher-created rubric Teacher observation</p>	<p>Students will take a unit test on the New Deal era.</p>
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**UNIT V: THE ROAD TO GLOBAL WAR (1919-1945)**

**ESSENTIAL QUESTION: What role does the American government have with regard to crisis throughout the world?**

<p><b>OBJECTIVES</b> Numbers in parentheses indicate coordination with the Course Proficiencies.</p>	<p><b>STANDARDS</b></p>	<p><b>SUGGESTED ACTIVITIES</b></p>	<p><b>EVALUATIONS/ASSESSMENTS</b></p>	<p><b>TEACHER NOTES</b></p>
<p><b>Students will be able to:</b></p>		<p><b>Students will:</b></p>		
<p>40. evaluate the influence of isolationism on American Foreign Policy in 1920's and 1930's. (1, 2, 3, 10, 13)</p>	<p>6.1.12.A.11.a, b RH.11-12.1, 2, 3, 9, 10 8.1.12.D.1</p>	<ul style="list-style-type: none"> <li>read and complete a research packet on the Senate hearing on the confirmation of the Neutrality Acts.</li> </ul>	<p>Teacher – created rubric</p>	<p>Students will be evaluated on the procedural conduct of Robert's Rules of Order as well as their arguments in the debate.</p>
<p>41. explain how Fascism was established in Italy, Germany, Spain and Japan. (3, 20)</p>	<p>6.1.12.D.11.a 8.1.12.A.1-3</p>	<ul style="list-style-type: none"> <li>create a newscast on each nation focusing on the conditions that made fascism so appealing to the people of each nation.</li> </ul>	<p>Teacher – created rubric</p>	

<p>42. define and analyze the policy of appeasement toward Germany in the 1930's. (10, 13, 21)</p>	<p>6.1.12.A.11.a, b 6.1.12.D.11.a WHST.11-12.1-5, 9, 10</p>	<ul style="list-style-type: none"> <li>critique, through an essay, the policy of Neville Chamberlain at the Munich Conference.</li> </ul>	<p>Teacher – created rubric</p>	<p>The student's essays will be evaluated on content accuracy.</p>
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**UNIT V: THE ROAD TO GLOBAL WAR (continued)**

**ESSENTIAL QUESTION: What role does the American government have with regard to crisis throughout the world?**

<p><b>OBJECTIVES</b> Numbers in parentheses indicate coordination with the Course Proficiencies.</p>	<p><b>STANDARDS</b></p>	<p><b>SUGGESTED ACTIVITIES</b></p>	<p><b>EVALUATIONS/ ASSESSMENTS</b></p>	<p><b>TEACHER NOTES</b></p>
<p><b>Students will be able to:</b></p>		<p><b>Students will:</b></p>		
<p>43. explain how WW II began in Europe in 1939 and Nazi conquests 1939-40. (1, 3, 13)</p>	<p>6.1.12.B.11.a 6.1.12.C.11.a 6.1.12.D.11.a, WHST.11-12.1-5, 9, 10</p>	<ul style="list-style-type: none"> <li>construct a map showing the territorial expansion of the German Army 1939-1940 and provide a written explanation aligning with the expansion.</li> </ul>	<p>Completed map</p>	<p>Student maps will be evaluated on their historical accuracy.</p>
<p>44. identify how the United States under Roosevelt's leadership moved towards war. (10, 11, 13)</p>	<p>6.1.12.A.11.b 6.1.12.D.11.a 8.1.12.F.1 RH.11-12.1-10 WHST.11-12.1-5, 9, 10</p>	<ul style="list-style-type: none"> <li>research and conduct a shared inquiry discussing the Selective Service Act of 1940.</li> <li>complete a narrative timeline that depicts the events that transpired early on in the war.</li> </ul>	<p>Class discussion Peer evaluation  Teacher – created rubric</p>	
<p>45. determine what made America officially enter the war. (10, 11, 13)</p>	<p>6.1.12.A.11.b 6.1.12.B.11.a 6.1.12.C.11.a 8.1.12.F.1 RH.11-12.1-10 WHST.11-12.1-5, 9, 10</p>	<ul style="list-style-type: none"> <li>research and create propaganda promoting American's involvement in the war effort.</li> </ul>	<p>Teacher – created rubric</p>	

<p>46. describe how the Allies halted the expansion of the Axis Powers. (10, 13, 14)</p>	<p>6.1.12.C.11.b 8.1.12.F.1</p>	<ul style="list-style-type: none"> <li>• use the interactive projector to complete maps on various theaters of war in Europe and the Pacific.</li> <li>• discuss the European and Pacific theaters of war during World War II.</li> </ul>	<p>Completed map</p> <p>Class discussion</p>	
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**UNIT V: THE ROAD TO GLOBAL WAR (continued)**

**ESSENTIAL QUESTION: What role does the American government have with regard to crisis throughout the world?**

<p><b>OBJECTIVES</b> Numbers in parentheses indicate coordination with the Course Proficiencies.</p>	<p><b>STANDARDS</b></p>	<p><b>SUGGESTED ACTIVITIES</b></p>	<p><b>EVALUATIONS/ ASSESSMENTS</b></p>	<p><b>TEACHER NOTES</b></p>
<p><b>Students will be able to:</b></p>				
<p>47. describe the impact of WW II on the home front, including the role of women in the war effort. (2, 4, 5, 6, 13)</p>	<p>6.1.12.D.11.c 8.1.12.A.1-3 WHST.11-12.1-5, 9, 10</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• create posters and other visuals, displaying aspects of the impact of the war on the home front.</li> <li>• write an essay on how far the government should go regarding the protection of its citizenry.</li> </ul>	<p>Teacher – created rubric</p> <p>Teacher – created rubric</p>	
<p>48. examine the Nazi Holocaust during World War II. (1, 7)</p>	<p>6.1.12.D.11.e, d 8.1.12.A.3 WHST.11-12.1-5, 9, 10</p>	<ul style="list-style-type: none"> <li>• view the film <i>Schindler’s List</i> and write a film reaction essay followed by class discussion.</li> </ul>	<p>Teacher – created rubric</p>	<p>Students may peer evaluate each other through Google Docs</p>

<p>49. describe the political, economic and social impact of war at home and abroad. (2, 3, 6, 13, 15, 16, 21)</p>	<p>6.1.12.C.11.a, b 6.1.12.D.11.b, c 8.1.12.A.1, 2 RH.11-12.1-10 WHST.11-12.1-5, 9, 10</p>	<ul style="list-style-type: none"> <li>• construct a chart classifying political, economic, and social policies and events.</li> <li>• participate in a class discussion/lecture.</li> <li>• write an essay prioritizing the relative impact of these.</li> </ul>	<p>Completed chart</p> <p>Teacher – created rubric</p> <p>Teacher – created rubric</p>	<p>Charts will be evaluated for accuracy.</p>
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**UNIT VI: THE COLD WAR: TRUMAN, EISENHOWER, JFK (1945-1963)**

**ESSENTIAL QUESTION: Was the Cold War inevitable? Which nation(s) holds the responsibility for its inception and continuation?**

<p><b>OBJECTIVES</b> Numbers in parentheses indicate coordination with the Course Proficiencies.</p>	<p><b>STANDARDS</b></p>	<p><b>SUGGESTED ACTIVITIES</b></p>	<p><b>EVALUATIONS/ ASSESSMENTS</b></p>	<p><b>TEACHER NOTES</b></p>
<p><b>Students will be able to:</b></p>		<p><b>Students will:</b></p>		
<p>50. analyze the consequences of Truman’s decision to employ the atomic bomb against Japan. (1, 7, 10, 13, 14, 17)</p>	<p>6.1.12.A.11.d 6.1.12.D.12.c 8.1.12.A.3 RH.11-12.1-10 WHST.11-12.1-5, 9, 10</p>	<ul style="list-style-type: none"> <li>• collaborate to prepare and present evaluations of the bomb’s impact on relations between the US and other nations, both allies and adversaries.</li> </ul>	<p>Oral presentation rubric</p>	<p>Students may collaborate using Google Docs</p>
<p>51. identify the conflicting goals of the superpowers in the post war period. (13, 18, 19)</p>	<p>6.1.12.A.12.a 6.1.12.B.12.a 6.1.12.C.12.a 6.1.12.D.12.a 8.1.12.A.3 RH.11-12.1-3 WHST.11-12.1-5, 9, 10</p>	<ul style="list-style-type: none"> <li>• create a simulated journal revealing perspectives of Stalin, Churchill and Truman during the early Cold War.</li> </ul>	<p>Teacher – created rubric</p>	<p>Students may create an electronic journal using Google Docs</p>

<p>52. analyze and describe objectives of America’s foreign policy i.e.: The Truman Doctrine, policy of containment, &amp; the Marshall Plan. (1, 10, 11, 13)</p>	<p>6.1.12.B.12.a 6.1.12.C.12.B.d 6.3.12.A.1 RH.11-12.1-3 WHST.11-12.1-5, 9, 10</p>	<ul style="list-style-type: none"> <li>act as State Department analysts, and prepare a policy recommendation for the president. (This can be aligned with a current event.)</li> </ul>	<p>Teacher – created rubric</p>	<p>Students will take a quiz testing their knowledge and understanding of the Cold War Era.</p>
<p>53. evaluate the war in Korea in terms of America’s Cold War policy. (1, 7, 10, 13)</p>	<p>6.1.12.A.12.a, b RH.11-12.1-3 WHST.11-12.1-5, 9, 10</p>	<ul style="list-style-type: none"> <li>write an editorial/letter to the editor in support of or in opposition to US involvement in Korea.</li> <li>discuss: Is a limited war an effective means to fulfill a nation’s objective when fighting a war? (Korea, Vietnam, &amp; Iraq)</li> </ul>	<p>Rubric requiring citation of elements of containment.</p> <p>Essay on concept of limited war--was it successful in Korea?</p>	

**UNIT VI: THE COLD WAR: TRUMAN, EISENHOWER, JFK (1945-1963) (continued)**

**ESSENTIAL QUESTION: Was the Cold War inevitable? Which nation(s) holds the responsibility for its inception and continuation?**

<p><b>OBJECTIVES</b> Numbers in parentheses indicate coordination with the Course Proficiencies.</p>	<p><b>STANDARDS</b></p>	<p><b>SUGGESTED ACTIVITIES</b></p>	<p><b>EVALUATIONS/ ASSESSMENTS</b></p>	<p><b>TEACHER NOTES</b></p>
<p><b>Students will be able to:</b></p>		<p><b>Students will:</b></p>		
<p>54. evaluate the effectiveness of containment policy in Latin America and the Middle East. (3, 4, 7, 10, 13)</p>	<p>6.1.12.A.12.a, c 6.1.12.D.12.a, c</p>	<ul style="list-style-type: none"> <li>create a “Brainstorm Encyclopedia” on Latin America and the Middle East during the Cold War.</li> </ul>	<p>Peer assessment based on a predetermined rubric.</p>	
<p>55. determine causes and impact of the anti-Communist crusades of the early 1950’s. (3, 6, 9, 10, 13, 15)</p>	<p>6.1.12.D.12.b RH.11-12.1-3 WHST.11-12.1-5, 9, 10</p>	<ul style="list-style-type: none"> <li>view selections from “Good Night and Good Luck” and discuss its interpretation of the political and social climate of the Cold War and present day.</li> </ul>	<p>DBQ essay on the impact the Cold War on an American family</p>	



<p>56. evaluate Kennedy’s Cold War Agenda in terms of planning and execution of his foreign policy.\ (2, 3, 10, 13)</p>	<p>6.1.12.A.12.a 6.1.12.D.12.c 8.1.12.A.3 RH.11-12.1-3 WHST.11-12.1-5, 9, 10</p>	<ul style="list-style-type: none"> <li>• write letters to the Editor regarding JFK’s handling of various issues and events.</li> </ul>	<p>Teacher – created rubric Tests and quizzes</p>	<p>Students can use Google Docs to collaborate</p>
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**UNIT VII: THE ERA OF CONFLICT, COMPROMISE, AND CHANGE (1945-1975)**

**ESSENTIAL QUESTIONS: What forces contributed to this period’s tumult? To what extent did it contribute to the rise of conservatism?**

<p><b>OBJECTIVES</b> Numbers in parentheses indicate coordination with the Course Proficiencies.</p>	<p><b>STANDARDS</b></p>	<p><b>SUGGESTED ACTIVITIES</b></p>	<p><b>EVALUATIONS/ ASSESSMENTS</b></p>	<p><b>TEACHER NOTES</b></p>
<p><b>Students will be able to:</b></p>		<p><b>Students will:</b></p>		
<p>57. identify and explain how the economic, social &amp; the government policies affected Americans in the post WW II era. (4, 5, 6, 13, 15, 16, 19, 21)</p>	<p>6.1.12.B.13.a 6.1.12.C.13.d RH.11-12.1-4, 6, 8 WHST.11-12.1-5, 9, 10</p>	<ul style="list-style-type: none"> <li>• construct an annotated timeline showing the major economic events and policies for the period.</li> </ul>	<p>Students will be evaluated on the historical and chronological accuracy of the events mentioned on the timeline.</p>	
<p>58. compare and contrast the media perceptions of United States social roles in Post WWII with the realities. (9, 11, 12, 14, 15)</p>	<p>6.1.12.A.14.f 8.1.12.A.2 RH.11-12.1-4, 6, 8</p>	<ul style="list-style-type: none"> <li>• examine episodes of TV, radio or other media and research data to support and refute perceptions including oral histories.</li> </ul>	<p>Teacher-created rubric</p>	
<p>59. describe the diversity of opinions, goals and strategies in the Civil Rights Movement in the Post WWII era. (2, 4, 5, 6, 7, 10, 11, 21)</p>	<p>6.1.12.A.13.b 6.1.12.A.14.b 6.1.12.C.13.a 6.1.12.D.13.a, b 8.1.12.A.1-3</p>	<ul style="list-style-type: none"> <li>• construct a Venn diagram, or other graphics comparing/ contrasting goals etc. of Martin Luther King and Malcolm X, et. al.</li> </ul>	<p>Student essay evaluating relative success of goals, methods and strategies of groups/individuals in the Civil Rights Movement</p>	
<p>60. describe how other groups have followed the examples of the movement for African American Civil Rights. (5, 6, 11, 21)</p>	<p>6.1.12.A.14.f, g 6.1.12.D.13.b, c 6.1.12.D.13.f 8.1.12.A.1, 2</p>	<ul style="list-style-type: none"> <li>• create a digital photo story on the groups affected.</li> </ul>	<p>Teacher – created rubric</p>	



<p><b>OBJECTIVES</b> Numbers in parentheses indicate coordination with the Course Proficiencies.</p>	<p><b>STANDARDS</b></p>	<p><b>SUGGESTED ACTIVITIES</b></p>	<p><b>EVALUATIONS/ ASSESSMENTS</b></p>	<p><b>TEACHER NOTES</b></p>
<p><b>Students will be able to:</b></p>		<p><b>Students will:</b></p>		
<p>63. analyze the changing relationships of the United States with the Soviet Union and the People’s Republic of China from 1973-1989. (2, 3, 10, 11, 13, 21)</p>	<p>6.1.12.A.12.a, b RH.11-12.1-3, 8, 10</p>	<ul style="list-style-type: none"> <li>construct a time-line/chart showing events, issues or areas of conflict.</li> </ul>	<p>Teacher-created rubric</p>	
<p>64. analyze developments in American Foreign Policy toward third world countries. (2, 3, 10, 11, 13, 21)</p>	<p>6.1.12.A.15. b 6.1.12.B.15.a RH.11-12.1-3, 8, 10</p>	<ul style="list-style-type: none"> <li>create a mini-model UN debate to determine the effectiveness of American foreign policy.</li> <li>write resolutions on major issues of the period.</li> </ul>	<p>Teacher-created rubric  Teacher-created rubric</p>	<p>Students will write a reflection determining the effectiveness of American foreign policy.</p>
<p>65. describe the goals of President Reagan’s Economic Plan and evaluate its impact. (10, 11, 13, 21)</p>	<p>6.1.12.A.14.d 6.1.12.C.14.a, c, d 8.1.12.A.3 RH.11-12.1-3, 8, 10 WHST.11-12.1-5, 9, 10</p>	<ul style="list-style-type: none"> <li>write essays comparing Republican policies of the 1980’s with Democratic policies of the 1960’s.</li> </ul>	<p>Teacher-created rubric</p>	<p>Students can use Google Docs to collaborate</p>

**UNIT IX: TOWARDS A NEW MILLENNIUM (1990-2000)**

**ESSENTIAL QUESTION: What factors led to the “bust” to “boom” conditions of the 1990s?**

<p><b>OBJECTIVES</b> Numbers in parentheses indicate coordination with the Course Proficiencies.</p>	<p><b>STANDARDS</b></p>	<p><b>SUGGESTED ACTIVITIES</b></p>	<p><b>EVALUATIONS/ ASSESSMENTS</b></p>	<p><b>TEACHER NOTES</b></p>
<p><b>Students will be able to:</b></p>		<p><b>Students will:</b></p>		

66. explain how the collapse of the USSR ended The Cold War. (2, 3, 13, 21)	6.1.12.A.15.a RH.11-12.1, 4, 5 WHST.11-12.1-5, 9, 10	<ul style="list-style-type: none"> <li>interview a person who grew up during the Cold War and write a reaction paper to the interviewee analyzing the impact it had on their lives.</li> </ul>	Teacher-created rubric	
67. analyze the causes and effects of the Desert Storm War. (1, 3, 10, 11, 13, 14)	6.1.12.D.15.b-c 8.1.12.A.4 RH.11-12.1, 4, 5	<ul style="list-style-type: none"> <li>research and compare America’s prestige after Desert Storm with the era following Vietnam.</li> </ul>	Class discussion.	Comparisons will be evaluated for accuracy and depth of detail.
68. analyze how the economy impacted the election of 1992. (1, 17, 18, 21)	6.1.12.C.15. b 6.1.12.C.16. c RH.11-12.1-10 WHST.11-12.1-10	<ul style="list-style-type: none"> <li>utilizing interviews, primary and secondary source readings, students will write a 1 to 3 page paper analyzing how the economy was impacted by the election of 1992.</li> </ul>	Teacher-created rubric	
69. identify how technology impacted the economy and society. (2, 13, 14)	6.1.12.A.16.a 6.1.12.D.16.b RH.11-12.1-10 WHST.11-12.1-5, 9, 10 6.1.12.C.1.6.a	<ul style="list-style-type: none"> <li>conduct research on a simple topic using text only and determine how technology has impacted education.</li> </ul>	Teacher-created rubric	
70. determine how Bill Clinton’s foreign and domestic policies impacted America. (9, 10, 11, 13, 19, 21)	6.1.12.A.15.e, f 6.1.12.B.15.a 6.1.12.C.15.a, b 8.1.12.A.1, 2 RH.11-12.1, 4, 5	<ul style="list-style-type: none"> <li>create a flow chart highlighting the key developments of the Clinton era.</li> </ul>	Completed flow chart Teacher-created rubric	

**UNIT X: THE NEW MILLENNIUM (2000-Present)**

**ESSENTIAL QUESTION: What impact did 9-11 and the success of political neo-conservatism have on the United States?**

<b>OBJECTIVES</b>	<b>STANDARDS</b>	<b>SUGGESTED ACTIVITIES</b>	<b>EVALUATIONS/ ASSESSMENTS</b>	<b>TEACHER NOTES</b>
Numbers in parentheses indicate coordination with the Course Proficiencies.				
<b>Students will be able to:</b>		<b>Students will:</b>		

<p>71. analyze how presidential scandals from the 20<sup>th</sup> and 21<sup>st</sup> century impacted America’s electorate. (1, 15)</p>	<p>6.1.12.A.14.e 6.1.12.D.14.e, f 8.1.12.D.2 RH.11-12.1-3, 9, 10 WHST.11-12.1-10</p>	<ul style="list-style-type: none"> <li>conduct research on scandals and determine their impact on the perceptions of the populace.</li> <li>create a chart highlighting the results of the polls they conducted in school and at home.</li> </ul>	<p>Teacher – created rubric</p> <p>Completed chart</p>	
<p>72. analyze how America changed after 9-11. (1, 3, 7, 10, 11, 12, 13)</p>	<p>6.1.12.A.16.a 6.1.12.D.15.d 6.1.12.D.16.a RH.11-12.1-3, 9, 10</p>	<ul style="list-style-type: none"> <li>in a round table discussion, conduct interviews and determine how people’s perceptions of the world changed after 9-11.</li> </ul>	<p>Teacher observation</p>	
<p>73. determine how George W. Bush’s foreign and domestic policies impacted America. (3, 7, 10, 11, 12, 13, 21)</p>	<p>6.1.12.A.16.a 6.1.12.D.15.d 6.1.12.D.16.a, c 8.1.12.A.1-3</p>	<ul style="list-style-type: none"> <li>create a cause and effect chart highlighting the major developments of Bush’s presidency.</li> <li>create a chart highlighting the results of the polls they conducted in school and at home.</li> </ul>	<p>Completed chart</p> <p>Completed chart</p>	

**UNIT X: THE NEW MILLENNIUM (2000- present) (continued)**

**ESSENTIAL QUESTION: What impact did 9-11 and the success of political neo-conservatism have on the United States?**

<p><b>OBJECTIVES</b> Numbers in parentheses indicate coordination with the Course Proficiencies.</p>	<p><b>STANDARDS</b></p>	<p><b>SUGGESTED ACTIVITIES</b></p>	<p><b>EVALUATIONS/ ASSESSMENTS</b></p>	<p><b>TEACHER NOTES</b></p>
<p><b>Students will be able to:</b></p>		<p><b>Students will:</b></p>		

<p>74. determine how the election of 2008 will impact foreign and domestic policies of America. (1, 17, 18, 19, 21)</p>	<p>6.1.12.A.15.c 6.1.12.D.16.c 8.1.12.A.1, 2 RH.11-12.1-10 WHST.11-12.1-10</p>	<ul style="list-style-type: none"> <li>• write an editorial/position paper siding with Bush or Obama on their foreign and domestic policies for America.</li> </ul>	<p>Teacher – created rubric</p>	
<p>75. determine and explain how the election of an African American as president relates to the struggles of the Civil Rights Movement. (1, 2, 4, 5, 15)</p>	<p>6.1.12.A.14.g 8.1.12.F.1 6.1.12.D.13.b</p>	<ul style="list-style-type: none"> <li>• conduct a mock interview with a leader from the Civil Rights Movement and determine whether the movement has met the objectives of that particular leader.</li> </ul>	<p>Teacher – created rubric</p>	<p>Students' interviews will be assessed on content knowledge and current events.</p>

**BIBLIOGRAPHY**

**TEXTBOOK:**

Cayton, Andrew; Perry Elisabeth; Reed, Linda; Winkler, Allan, *America Pathways to the Present*, Prentice Hall, 2005.

**SUPPLEMENTARY REFERENCES AND MATERIALS:**

Bailey, Thomas A., *A Diplomatic History of the American People*, Prentice Hall, 1980.

Brinkley, Alan, *American History: A Survey*, McGraw Hill Inc, 1995.

Burns, Robert, *Episodes in American History: An Inquiry Approach*, Ginn and Co., A Xerox Education Co., 1973.

Leckie, Robert, *The Wars of America*, Castle Books, 1998.

Maier, Pauline; Smith, Merritt; Keyssar, Alexander; Kevles, Daniel; *A History of the United States: Inventing America*, W.W. Norton & Company., 2003.

Moran, Margaret C., *U.S. History and Government*, Amsco School Publications, 2003.

Wekesser, Carol, *American Foreign Policy: Opposing Viewpoints*, Greenhaven Press, Inc., 1993. *Mapping American History from 1865*, Nystrom, 1997.

Bibliographic material will be supplemented by research in the Library/Media Center, using a variety of primary and secondary resources in various formats (including CD-ROM materials and on-line resources). Also included are selected readings from primary sources, videotapes, *The New York Times* and other news sources.

**VIDEOS:**

*Africans in America*. WGBH Boston Video, 2000.

*The Civil War*. Dir. Ken Burns. Paramount Home Video, 2004 (originally aired 1990). Nine episodes, DVD box set, 5 discs. *Mill Times*. PBS Home Video, 2001.

*Reconstruction: The Second Civil War*. Paramount Home Video, 2005.

*New York: A Documentary History*. Dir. Rick Burns. Paramount, 2004. Eight episodes, DVD Box set.

**WEBSITES:**

<http://www.loc.gov/>

Home page for the U.S. Library of Congress – contains thousands of documents and rich historical material <http://historymatters.gmu.edu/>

Mainly a resource for teachers – provides lesson ideas, documents and research materials <http://www.digitalhistory.uh.edu/>

Thousands of primary sources for teachers and students, which includes excerpts from history textbooks <http://www.pbs.org/>

Help for the classroom teacher as well as information about their educational programs

<http://www.lessonplanet.com/>

A website created and run by a California company dedicated to providing interesting and exciting lesson plans for teachers of all subjects

<http://frank.mtsu.edu/~kmiddlet/history/women.html>

A useful and informative site on women's history maintained by Middle Tennessee State University <http://www.ellisland.org/>

A comprehensive database of the 25 million immigrants that passed through Ellis from 1892 to 1924

<http://www.nationalgeographic.com/maps/>

A wonderful reference for geography – finds and creates maps <http://www.politics1.com/parties.htm>

A comprehensive directory of U.S. political parties, their history and current listings <http://thomas.loc.gov/>

Updated and maintained by the U.S. Congress, this site is a searchable database of House and Senate bills, including summaries of pending legislation.

<http://www.findlaw.com/casecode/supreme.html>

Contains full or abbreviated text of all Supreme Court decisions since 1906



## **APPENDIX A**

### **SAMPLE AUTHENTIC ASSESSMENT/ RUBRICS**

## **The Election of 1932**

YOUR CLASS HAS BEEN ASKED TO DEVELOP A CAMPAIGN STRATEGY FOR THE 1932 ELECTION. IN ORDER FOR YOUR CAMPAIGN TO BE SUCCESSFUL YOU MUST COVER THE FOLLOWING:

- a) Identify the major issue(s) of the election---What is the Hoover response to the economic calamity.
- b) What would be some key terms to use in speeches to attract attention and present you in a favorable light?
- c) What would you have to stay away from?---historical perceptions, physical issues, perhaps even philosophical.
- d) Prepare a speech to be delivered?---identify your audience, decide upon their concerns, and deliver a 3-5 minute speech that addresses their concerns and will hopefully gain their political clout. Be prepared to defend yourself from the newspapers and reports after the speech on issues related to your presentation.

What are the three major issues you feel need to be addressed by the next president?

How would you present them to the nation?

What would be a goal to achieve with this plan if elected?

Develop a plan to achieve this goal.

Include: a philosophy or rationale for the goal?

Evidence to justify your philosophy? (What is the need to resolve?)

How do you propose to do this? (actual mechanics and flowchart of organizational criteria) How to fund?

How would you know if the program was a success? (what would you look for?)

In the final analysis, "How does your program alter the role of government in the United States?"

### **PROJECT EXPECTATIONS ON ECONOMIC DILEMMA PROPOSALS:**

Cover Page: Entitled...A proposal to resolve the issue of \_\_\_\_ for the next president of The United States.

Submitted to: Franklin D. Roosevelt

Submitted by: (group individuals)

Next Page Rationale for the (goal and issue) a)

Why this issue needs to be addressed

b) How addressing this issue will help bring about several desired outcomes.

Next Page History of the issue

a) How it came to be a result of the 1920's

b) How it is impacting Americans in the current environment (1932)

c) How the Hoover Administration addressed the issue

Next Page Desired outcomes and goals

a) What should be the desired outcomes

b) What should be the goals

c) How these will relate to the issues in Rationale

Next Page--- Plan and implementation

a) Construct a plan that addresses the desired outcomes, work to see if they are tied together.

b) Put into place an agency or process to put the plan and measure, or monitor the desired outcomes (be sure the plan addresses the rationale and issues mentioned in previous pages)

Next Page--- Constraints---changes in role of government

a) Address the issue with the possibility of political resistance. Explain why this might be so.

b) Does your program change the role of government (Hoover approach) and explain how.

Last Page recommendation and why

### The Election of 1932 Project Rubric

	<b>EXCEEDS STANDARDS</b>	<b>MEETS STANDARDS</b>	<b>BELOW STANDARDS</b>	<b>DOES NOT MEET STANDARDS</b>
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<p><b>Campaign Component</b> 25%</p>	<p>The component included facts that were very important, accurate, and concisely presented. It included supportive details that were conducive with their assignment. It would persuade most people to believe in their campaign message.</p>	<p>The component included facts that were important and accurate. It included some supporting details that were conducive with their assignment. It would persuade some people to believe in their campaign message.</p>	<p>The component included some facts, some of which were not appropriate. They went astray from their nominee’s ideas. It would not persuade people to believe in their campaign.</p>	<p>The component was missing important facts. It was not in accordance with their nominee’s ideas. It would not persuade people to believe in their campaign.</p>
<p><b>Purpose</b> 10%</p>	<p>The student established and maintained a clear understanding of the assignment. They consistently demonstrated an awareness of their audience and it was completed in a professional manner.</p>	<p>The student demonstrated a clear understanding of the assignment. Some audience awareness was evident. The final product showed signs of effort</p>	<p>They were inconsistent understanding the assignment. Limited awareness of the audience. Limited amount of effort put into their component</p>	<p>They demonstrated little or no understanding of the assignment. Unaware of the audience. Component was created in an amateur fashion.</p>
<p><b>Group Cohesion</b> 5%</p>	<p>Students reflected an awareness of their group’s views and opinions in their campaign.</p>	<p>Students reflected some awareness of their group’s views and opinions in their campaign.</p>	<p>Students reflected little awareness of their group’s views and opinions in their campaign.</p>	<p>Students reflected no awareness of their group’s views and opinions in their campaign.</p>

## **APPENDIX B**

### **ADDITIONAL SAMPLE AUTHENTIC ASSESSMENT/ RUBRICS**

**TONIGHT'S TOP STORY...**  
**ASSASSINATION OF JOHN F. KENNEDY**

**DIRECTIONS:**

Your class is currently employed by the major news networks of the tri-state area. In your network news teams of four or five members, you are to search, prepare, and present a five minute newscast on this breaking story. Each member of your news team must have a speaking role. You may dress up, and you are encouraged to use visual aids and props, including a network "logo" to hang on the board. Your newscast will be videotaped. Remember, you are on the air at 6:00 PM on Friday, November 22, 1963.

**GRADING**

All news teams and individuals will be graded using the criteria outlined in the oral presentation scoring rubric. (attached)

**RUBRIC FOR TONIGHT’S TOP STORY**

Group \_\_\_\_\_ Name \_\_\_\_\_ Date \_\_\_\_\_

Rating Scale	Expert	Proficient	Novice	Beginning
Content 50%	Virtually all of material related to topic. Points are clearly made and evidence supports topic. Use of different materials.	Most information related to topic. Many good points made, with some variation of materials.	Sufficient information is connected to topic.	Topic is unclear and is not supported by the information.
Clarity & Organization 20%	Topic is clearly identified and developed. Examples used are appropriate and clearly develop topic. Conclusion is clear. Presentation flows well. Concise, not choppy. Well organized.	Most information is presented logically. Overall good organization.	Concept and ideas are connected and in general flow together sufficiently well.	Choppy and disjointed. Development of topic is vague. No logical order to the presentation.
Material 30%	Skillful use of multimedia materials, and is well balanced. Material is used to develop topic. Use of media is varied and appropriate.	Much variation in the use of multimedia. Material is connected to the topic.	Sufficient use of multimedia materials. Multimedia is generally connected to the topic.	Little or no use or ineffective use of multimedia materials.

## **APPENDIX C**

### **ADDITIONAL SAMPLE AUTHENTIC ASSESSMENT/ RUBRICS**



## NEW DEAL MUSEUM

Your class has been asked by the Metropolitan Museum of Arts and Sciences to create one particular New Deal program (for example, the AAA, CCC, or WPA). In under a week, each of you will be responsible for creating an “exhibit” that visually displays the primary aspects of the program, why it was needed, how it worked, what it was supposed to do, and finally what it did (may be the same as what it was supposed to do). You can have some written material with the exhibit, but the primary exercise must be completed visually. The “exhibit” should stand fine “on its own” and provide the viewer with a solid knowledge of that New Deal program

On the due date, set up the room as a museum, with all the “exhibits” scattered around (allow the students to set up their own exhibit). The project can be enhanced by inviting guests (parents, administrators) to view the museum.

As students make their way around the room, they should be taking notes on each New Deal program. With their notes on each, they should include the following information:

1. Was it part of the "Hundred Days" or the "Second New Deal?"
2. Was it designed as relief, recovery, reform, or a combination?
3. What was the main goal of the initiative?
4. Did it succeed? Is it still around?

They should also be considering the following specific questions:

1. What is the difference between the PWA, WPA, and FERA?
2. Which initiatives provided jobs for the unemployed?
3. Which were designed to stabilize the economy?
4. What is the difference between the NIRA and the NRA?
5. In which initiatives does the government "enter the business world?"
6. Which of these initiatives would H. Hoover be most against?
7. Which could Hoover accept?
8. Are any of these initiatives a "threat" to democracy/capitalism?
9. Which initiatives were declared unconstitutional? Why?

**NEW DEAL MUSEUM (continued)**

**SCORING SHEET**

<b>CREATIVITY/EFFORT</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Exhibit indicates thorough knowledge of the topic					
Exhibit presents information indicating thought and/or imagination					
<b>ACCURACY</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Exhibit accurately reflects the program					
No errors or inaccuracies are shown or suggested.					
<b>COVERAGE</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Visually reveals the reason the program was created as well as the most important aspects of the program					
<b>UNDERSTANDABILITY</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
The exhibit is clear and understandable without minimal written information					

## **APPENDIX D**

### **ADDITIONAL SAMPLE AUTHENTIC ASSESSMENT/ RUBRICS**

#### **1950's RESEARCH PROJECT**

You have been asked by the HALO GROUP, a marketing agency, to use primary evidence (memories and advertisements) to draw conclusions about the images of the 1950's and then compare those 'images' to historical reality.

You have been told the following:

- there is no page limit
- your coverage must be limited to the immediate postwar (1945) until 1960 – not beyond.
- you must use a **substantial** number of advertisements and **at least three** personal recollections.
- your choices for personal recollection **must** have lived in America at the time **and** have been ‘old enough’ in the 1950’s to actually be able to remember events and distinguish them from other periods. This is obviously not a science (since memory isn’t exact), but the age of the person must be appropriate to this assignment.

### Advertisements

- Start by reviewing advertisements. Note the source of those that you intend to use in your paper. Of course, you can photocopy some to show to your interview subjects. The more advertisements you find the more detailed your analysis will be.
- Advertisements from the 1950’s can be found in newspapers (like *The New York Times*), as well as magazines and journals. Morris County Library has these (and much more) and our library has magazines & journals (like *Life* and *Newsweek*) dating back to the late 1950’s.
- Essentially, this part of the task requires you to play the role of an archaeologist. You are drawing a picture of life in the 1950’s based on visuals that you find from that time period. You’re basically an investigator, trying to piece together an image of the 1950’s using pictures (advertisements) from that time. Needless to say, your conclusions using these sources may not be wholly accurate, and will probably be biased.

### Interviews

- You would be wise to conduct your interviews after you have gathered a substantial amount of advertisements. This will allow you to refer to specifics of the period in asking questions of your subjects, which will better spark their memories.
- Keep in mind that interview subjects will respond better to specific questions and remembrances rather than general questions like “What were the ‘50’s like?” or even “What was on TV at that time?” Having studied some advertisements in newspapers and magazines you can ask more specific questions like, “Did you play with hula-hoops?” or “What sort of appliances did you own?” or you can show a picture from an advertisement and ask for their thoughts.
- You should also ask questions based your current knowledge and understanding of the 1950’s. For example, “Were you scared when the Soviets launched Sputnik?” More specific questions will get people remembering more specific information and get them talking about all sorts of topics. This is what you want – just keep writing what they say. The more information – the better your paper will be. You might consider taping your interview subjects.

### Your final step and final product:

- After you collect your advertisements and interviews and draw conclusions on the images of the 1950’s, you need to investigate the **historical reality** of those images. That is, you need to read up on what you heard in your interviews and what you saw in your advertisements.
- Your final product will be a paper (the length is up to you) analyzing **the extent that images and memories of the 1950’s are an accurate representation of life during that decade.** In your analysis, discuss possible reasons for your conclusions. Obviously your paper will not cover “all” aspects of life during the 1950’s, but you should make an effort to cover a nice smattering of topics reflecting both domestic and foreign issues.
- Cite sources parenthetically in your paper. You do not have to formally cite your sources within the text of your paper. In other words, if I’m discussing the fear of Sputnik from an interview and/or an advertisement for bomb shelters, at the end of the section note (Bob Lemons) or (*Life*, August 1955).
- Of course, this means a bibliography at the end of the paper.

**1950's RESEARCH PROJECT (continued)****SCORING GUIDE**

**This assignment** called on you to use advertisements and the recollections of Americans who were around in the 1950's to draw conclusions about life in the 1950's and compare those images to historical reality. I added that you should be sure to reflect on foreign as well as domestic issues and concerns. You were limited in your research to materials from the 1950's.

This was an open-ended assignment requiring you to weigh a great deal of primary evidence before drawing conclusions on life in the 1950's (and then comparing it to today).

**\_\_\_\_\_Sources:** Your conclusions on life in the 1950's were to be based entirely on subjective sources. A **3** indicates that you used a substantial number of written sources and at least three personal recollections. A score of **2** suggests either that you didn't use enough sources or that your "use" of those sources was insufficient in some way. This score could indicate that while a source was cited, it wasn't used to its full capacity in analyzing the 1950's. A **1** indicates that either a significant number of sources were not used and/or that the sources were used inadequately. A **0** reflects both insufficient sources and insufficient use of those sources. *Total points in this area = 6.*

\_\_\_\_\_Advertisements

\_\_\_\_\_Personal recollections

**\_\_\_\_\_Conclusions/Images of life in the 1950's:** The first step in your research was to develop conclusions based upon your advertisements and interviews. A **3** reflects well thought-out conclusion about life in the 1950's. Accuracy isn't necessary, but you made excellent use of "images" and "memories" in coming up with your conclusions. A **2** indicates that your conclusions were good, but more thought should have been given in using your sources. A **1** was given for quick or poorly explained conclusions, not using the bulk of your sources (or having poor sources). A **0** reflects either inadequate or insufficient conclusions to be of any use in this paper.

**\_\_\_\_\_Analysis:** The overall point of your paper was to analyze the extent that images and memories of the 1950's are an accurate representation of life during that decade. In order to do this successfully, you needed to read up on what you heard in interviews and saw in advertisements. A **4** reflects that you made superior and substantial comparisons. Additionally, there were no major errors in grammar or spelling (factual errors in memories were corrected in historical fact). A **3** suggests some good analysis and nice comparisons, but either insufficient coverage of historical reality or a few weaknesses in your conclusions. A **2** indicates either limited analysis or decent analysis with limited exploration of the question or the 1950's. There may be some significant grammatical errors (or conceptual/factual errors *beyond* your sources). A **1** was given for generally poor work – limited conclusions, insufficient comparisons and not enough coverage of the period. There could be substantial errors. A **0** reflects little to no effort at answering the questions or major errors.

**\_\_\_\_\_Source citations/Bibliography.** You were asked to cite sources and present a bibliography. **2** points were given for clear citations when sources were being used, with few or no omissions of citations. Citations did not have to be formal in the paper, but a complete and proper listing of source material was given in the bibliography. A **1** was given if you missed a few citations along the way, if your citations were unclear, or if you missed some in your bibliography. A **0** was given for few or no citations or no bibliography.



## **APPENDIX E NEW JERSEY STUDENT LEARNING STANDARDS**

### **HYPERLINKS TO STANDARDS**

To access the standards for a specific content area, please click on the hyperlink.

<b>Standard</b>	<b>Content Area</b>	<b>State Board Adoption Date</b>	<b>Required District Implementation of Revised Curricula</b>
3	English Language Arts	May 4, 2016	September 2017
6	Social Studies	July 9, 2014	September 2015
8	Technology	October 1, 2014	September 2015
9	21st Century Life and Careers	October 1, 2014	September 2015

**APPENDIX F CURRICULUM MODIFICATIONS  
AND ADAPTATIONS**



## **MODIFICATIONS AND ADAPTATIONS**

For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link <http://njcdd.org/wp-content/uploads/2016/08/tools-teacherspart2.pdf>. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.