
SOCIAL STUDIES DEPARTMENT

US HISTORY III CURRICULUM 2016

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Supervisor of World Cultures

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Social Studies Teachers

| Week | Marking Period 1 | Week | Marking Period 3 |
|------|--|------|---|
| 1 | Cold War Conflicts | 21 | An Era of Social Change |
| 2 | Cold War Conflicts | 22 | An Era of Social Change |
| 3 | Cold War Conflicts | 23 | An Era of Social Change |
| 4 | Cold War Conflicts | 24 | An Age of Limits |
| 5 | The Post War Boom | 25 | An Age of Limits |
| 6 | The Post War Boom | 26 | An Age of Limits |
| 7 | The Post War Boom | 27 | Spring Break |
| 8 | The New Frontier and The Great Society | 28 | State Testing |
| 9 | The New Frontier and The Great Society | 29 | The Conservative Tide |
| 10 | The New Frontier and The Great Society | 30 | The Conservative Tide |
| Week | Marking Period 2 | Week | Marking Period 4 |
| 11 | Civil Rights | 31 | The Conservative Tide |
| 12 | Civil Rights | 32 | The United States In Today's World |
| 13 | Civil Rights | 33 | The United States In Today's World |
| 14 | Civil Rights | 34 | The United States In Today's World |
| 15 | The Vietnam War Years | 35 | Issues For The 21 st Century |
| 16 | The Vietnam War Years | 36 | Issues For The 21 st Century |
| 17 | The Vietnam War Years | 37 | Issues For The 21 st Century |
| 18 | The Vietnam War Years | 38 | Issues For The 21 st Century |
| 19 | Miscellaneous Holidays/Mid-Term Review | 39 | Final Review |
| 20 | Mid-Terms | 40 | Final Exams |

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| Time Frame | Four Weeks |
| Topic | |
| Cold War Conflicts | |
| Essential Questions | |
| <ul style="list-style-type: none"> • What caused the tension between the Soviet Union and the United States after the war? • How did Korea become a divided nation after World War II? • How did the Loyalty Review Board pose a threat to civil liberties? • How did the arms race between the United States and Soviet Union begin? | |
| Enduring Understandings | |
| <ul style="list-style-type: none"> • Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years. • The United States and the Soviet Union emerged from World War II as two “superpowers” with vastly different political and economic systems. • After World War II, China became a communist nation and Korea was split into a communist north and a democratic south. • During the late 1940s and early 1950s, fear of communism led to reckless charges against innocent citizens. • During the 1950s, the United States and the Soviet Union came to the brink of nuclear war. | |
| Alignmnet to NJCCCS | |
| 6.1.12.A.12.a./ 6.1.12.A.12.b/ 6.1.12.B.12.a/ 6.1.12.D.12.b/ 6.1.12.D.12.c/ 6.1.12.C.13.b/ | |
| Key Concepts and Skills | |
| <ol style="list-style-type: none"> 1. Explain the breakdown in the relationship b/w the U.S. and the USSR after WWII 2. Summarize the steps taken to contain Soviet influence 3. Describe how the Truman Doctrine and the Marshall Plan deepened Cold War tensions 4. Explain how conflicts over Germany increased fear of Soviet aggression 5. Explain how Communists came to power in China and how the U.S. reacted 6. Summarize the events of the Korean War 7. Explain the conflict between President Truman and General MacArthur 8. Describe gov’t efforts to investigate the loyalty of U.S. citizens 9. Explain the spy cases of Alger Hiss and The Rosenbergs 10. Describe the efforts of Senator Joe McCarthy to investigate alleged Communist influence in the U.S. 11. Explain the policy of brinkmanship 12. Describe American and Soviet actions that caused the Cold War to spread around the world. 13. Summarize the impact of Sputnik and the U-2 incident on the U.S. | |
| Learning Activities | |
| <ol style="list-style-type: none"> 1. Chapter worksheets 2. Graphic Organizer 3. Chapter notes 4. Political Cartoons 5. Thinking Critically Essay Questions (1. What was the Cold War? How did containment and the arms race contribute to the Cold War? 2. What were some of the effects of the fear of communism that swept the U.S. in the 1950s?) 6. Section quizzes 7. Unit test | |

Assessments

1. Chapter worksheets
2. Graphic Organizer
3. Chapter notes
4. Political Cartoons
5. Thinking Critically Essay Questions: 1. What was the Cold War? How did containment and the arms race contribute to the Cold War? 2. What were some of the effects of the fear of communism that swept the U.S. in the 1950s?
6. Section quizzes
7. Unit test
8. Projects-
9. Open Ended Questions

21st Century Skills

| | | | | | | | |
|----------|------------|----------|----------------------|----------|----------------|----------|---------------|
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Skills | X | Information Literacy | X | Media Literacy | | |

Interdisciplinary Connections

- New Jersey Learning Standards – RH.11-12.1-10, WHST.11-12.1-10

Technology Integration

8.1.P.A.1-5, 8.1.2.A.1-7, 8.1.5.A.1-6, 8.1.12.A.2, 8.1.12.A.3, 8.1.P.C.1, 8.1.12.C.1, 8.1.5.D.3, 8.1.8.D.1, 8.1.8.D.4-5, 8.1.P.E.1, 8.1.2.E.1, 8.1.5.E.1, 8.1.8.E.1, 8.1.12.E.1, 8.2.2.C.1, 8.2.5.C.1, 8.2.5.C.7

- Laptop OR Chromebook
- Projector
- PowerPoint Presentations
- Google Earth
- Streaming Facts on File
- Stratalogica
- 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. **B. Creativity and Innovation; C. Communication and Collaboration**

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|---|-------------|
| Time Frame | Three Weeks |
| Topic | |
| The Postwar Boom | |
| Essential Questions | |
| <ul style="list-style-type: none"> • What problems did Americans face after WWII? • What effects did the climate in many corporations have on some workers? • How did the emergence of television affect American culture in the 1950s? • Why were attempts at urban renewal viewed as less than successful? | |
| Enduring Understandings | |
| <ul style="list-style-type: none"> • In the years after World War II, the United States became the economic and military power that it still is today. The Truman and Eisenhower Administration led the nation to make social, economic, and political adjustments following World War II. • During the 1950s, the economy boomed, and many Americans enjoyed material comfort. • Mainstream Americans, as well as the nation's subcultures, embraced new forms of entertainment during the 1950s. • Amidst the prosperity of the 1950s, millions of Americans lived in poverty. | |
| Alignment to NJCCCS | |
| 6.1.12.C.13.b/ 6.1.12.C.13.d/ 6.1.12.D.14.b/ 6.1.12.D.14.c/ 6.1.12.B.13.a | |
| Key Concepts and Skills | |
| <ol style="list-style-type: none"> 1. Identify economic and social problems Americans faced after WWII 2. Explain how the desire for stability led to political conservatism 3. Describe causes and effects of social unrest in the postwar period 4. Contrast domestic policy under presidents Truman and Eisenhower 5. Explain how changes in business affected workers 6. Describe the suburban lifestyle of the 1950s 7. Identify causes and effects of the boom in the automobile industry 8. Explain the increase in consumerism in the 1950s. 9. Explain how television programs in the 1950s reflected middle class values 10. Explain how the beat movement and rock n' roll music clashed with middle class values 11. Describe ways that African-American entertainers integrated the media in the 1950s 12. Explain how the white migration to the suburbs created an urban crisis 13. Describe the efforts of minorities to gain equal rights and fight poverty | |
| Learning Activities | |
| <ol style="list-style-type: none"> 1. Geography Worksheet 2. Study Skills Worksheet 3. Graphic organizer on the Progressive Presidents 4. Chapter notes 5. Thinking Critical Essay: 1. What was the American Dream of the 1950s? How did television affect it? 2. How did the postwar boom of the 1950s affect most white Americans? What groups got left out, and why? 6. Section quizzes 7. Chapter Test | |
| Assessments | |
| 1. Geography Worksheet | |

2. Study Skills Worksheet
3. Graphic organizer on the Progressive Presidents
4. Chapter notes
5. Thinking Critical Essay: 1. What was the American Dream of the 1950s? How did television affect it? 2. How did the postwar boom of the 1950s affect most white Americans? What groups got left out, and why?
6. Section quizzes
7. Unit test
8. Projects
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| Time Frame | Three Weeks |
| Topic | |
| The New Frontier and the Great Society | |
| Essential Questions | |
| <ul style="list-style-type: none"> • What effect do you think the televised debate would have on American politics? • Why did Kennedy have difficulty achieving many of his New Frontier goals? • How did the Warren Commission's findings differ from other theories? • Why did Kennedy choose Johnson to be his running mate? | |
| Enduring Understandings | |
| <ul style="list-style-type: none"> • The Kennedy Administration faced some of the most dangerous Soviet confrontations in American history. • What Kennedy had trouble getting his ideas for a New Frontier passed, several goals were achieved. • The demand for reform helped create a new awareness of social problems, especially on matters of civil rights and the effects of poverty. | |
| Alignment to NJCCCS | |
| 6.1.12.A.12.a/ 6.1.12.C.12.a/ 6.1.12.D.12.c/6.1.12.C.13.b/ 6.1.12.D.13.e./ 6.1.12.A.15.a/ 6.1.12.A.15.b/ 6.1.12.A.15.e/ 6.1.12.A.16.a/ | |
| Key Concepts and Skills | |
| <ol style="list-style-type: none"> 1. Identify the factors that contributed to Kennedy's election in 1960 2. Describe the new military policy of the Kennedy administration 3. Summarize the crises that developed over Cuba 4. Explain the Cold War symbolism of Berlin in the early 1960s 5. Summarize the New Frontier domestic and foreign agendas 6. Describe the tragic chain of events surrounding the assassination of JFK 7. Describe the political path that led Johnson to the White House 8. Explain Johnson's efforts to enact a domestic agenda 9. Summarize the goals of Johnson's Great Society 10. Evaluate the impact of Great Society programs | |
| Learning Activities | |
| <ol style="list-style-type: none"> 1. Chapter worksheets 2. Graphic Organizer 3. Chapter notes 4. Political Cartoons 5. Thinking Critically Essay Questions: 1. How important is a president's personality in his ability to lead? Consider how JFKs charm and mystique and LBJ's persuasive skills affected their success as presidents. 6. What do you see as the advantages and disadvantages of increasing the size and reach of the federal government?) 7. Section quizzes 8. Unit test | |
| Assessments | |
| 1. Geography Worksheets/Chapter Worksheets | |

2. Graphic Organizer
3. Chapter notes
4. Political Cartoons
5. Thinking Critically Essay Questions: 1. How important is a president’s personality in his ability to lead? Consider how JFKs charm and mystique and LBJ’s persuasive skills affected their success as presidents.
6. What do you see as the advantages and disadvantages of increasing the size and reach of the federal government?)
7. Section quizzes
8. Unit test
9. Study Skills Worksheet
10. Graphic organizer on the Progressive Presidents
11. Projects
12. Open Ended Questions

21st Century Skills

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Technology Integration

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|--|------------|
| Time Frame | Four Weeks |
| Topic | |
| Civil Rights | |
| Essential Questions | |
| <ul style="list-style-type: none"> • What were the effects of the Supreme Court decision Plessey v. Ferguson? • How did the Brown decision affect schools? • Why weren't schools in all regions desegregated immediately after the Brown II decision? • Why was Rosa Parks significant? • What did the freedom riders hope to achieve? • Why did civil rights groups organize the Freedom Summer? • Why did some Americans find Malcolm X's views alarming? • What were some accomplishments of the civil rights movement? | |
| Enduring Understandings | |
| <ul style="list-style-type: none"> • Activism and a series of Supreme Court decisions advanced equal rights for African Americans in the 1950s and 1960s. • Civil Rights activists broke through racial barriers. Their activism prompted landmark legislation. • Disagreements among civil rights groups and the rise of black nationalism created a violent period in the fight for civil rights. | |
| Alignment to NJCCCS | |
| 6.1.12.A.13.b, 6.1.12.C.13.a, 6.1.12.D.13.a, 6.1.12.D.13.b; 6.1.12.A.14.b; 6.1.12.A.14.g;6.1.12.D.14.b; | |
| Key Concepts and Skills | |
| <ol style="list-style-type: none"> 1. Explain how legalized segregation deprived African Americans of their rights as citizens 2. Summarize civil rights legal activity and the responses to the Plessey and Brown cases 3. Trace Dr. Martin Luther King Jr's civil rights activities, beginning with the Montgomery bus boycott 4. Describe the expansion of the civil rights movement 5. Identify the goal of the freedom riders 6. Explain how civil rights activism forced President Kennedy to act against segregation 7. State the motives of the 1960 March on Washington 8. Describe the tactics tried by civil rights organizations to secure passage of the Voting Rights Act 9. Compare segregation in the North with segregation in the South 10. Identify the leaders who shaped the Black Power movement 11. Describe the reaction to the assassination of Martin Luther King Jr. 12. Summarize the accomplishments of the civil rights movement | |
| Learning Activities | |
| <ol style="list-style-type: none"> 1. Chapter worksheets 2. Graphic Organizer 3. Chapter notes 4. Political Cartoons 5. Thinking Critically Essay Questions: 1.A Civil Rights activist once said, "You can kill a man, but you can't kill an idea." How did the civil rights movement prove this? 2. What | |

- civil rights achievement do you consider most important? Explain your answer.
6. Section quizzes
 7. Unit test
 8. Projects

Assessments

1. Chapter worksheets
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Interdisciplinary Connections

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Technology Integration

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|---|------------|
| Time Frame | Four Weeks |
| Topic | |
| Vietnam | |
| Essential Questions | |
| <ul style="list-style-type: none"> • How and why did the United States support France’s Vietnam War efforts? • How did the Tonkin Gulf Resolution lead to greater U.S. involvement in the Vietnam War? • What differing opinions did Johnson’s advisors have on Vietnam? • Why did the U.S. forces have difficulty fighting the Vietcong? • For what reasons did protestors oppose the Vietnam War? • Why did American support for the war change after the TET offensive? • What was the impact of Vietnamization of the War? • What led to the agreement to end the war in Vietnam? | |
| Enduring Understandings | |
| <ul style="list-style-type: none"> • To stop the spread of communism in Southeast Asia, the United States used its military to support South Vietnam. • The United States sent troops to fight in Vietnam, but the war quickly turned into a stalemate. • An antiwar movement in the U.S. pitted supporters of the government’s war policy against those who opposed it. • An enemy attack in Vietnam, two assassinations, and a chaotic political convention made 1968 an explosive year. • President Nixon instituted his Vietnamization policy, and America’s longest war finally came to an end. | |
| Alignment to NJCCCS | |
| 6.1.12.A.12.a; 6.1.12.A.12.b; 6.1.12.D.12.c; 6.1.12.D.12.d; 6.1.12.D.12.e.; 6.1.12.A.14.a;6.1.12.A.14.h; 6.1.12.A.16.a; | |
| Key Concepts and Skills | |
| <ol style="list-style-type: none"> 1. Summarize Vietnam’s history as a French colony and its struggle for independence 2. Examine how the U.S. became involved in the Vietnam conflict 3. Describe the expansion of U.S. military involvement under President Johnson 4. Explain the reasons for the escalation of U.S. involvement in Vietnam 5. Describe the military tactics and weapons used by U.S. forces and the Vietcong 6. Explain the impact of the war on American society 7. Explain the draft policies that led to the Vietnam War becoming a working-class war 8. Trace the roots of opposition to the war 9. Describe the antiwar movement and the growing divisions in US public opinion about the war 10. Describe the Tet offensive and its effect on the American public 11. Explain the domestic turbulence of 1968 12. Describe the 1968 presidential election 13. Describe Nixon’s policy of Vietnamization 14. Explain the public’s reaction to the Vietnam War during Nixon’s presidency 15. Describe the end of the US involvement and the final outcome in Vietnam 16. Examine the war’s painful legacy in the US and SE Asia | |

| Learning Activities | | | | | | | |
|--|------------|----------|----------------------|----------|----------------|----------|---------------|
| <ol style="list-style-type: none"> 1. Chapter worksheets 2. Graphic Organizer 3. Chapter notes 4. Political Cartoons 5. Thinking Critically Essay Questions: 1. How did the division at home over the war demonstrate America’s long-held belief in freedom of expression? 2. Do you agree or disagree with the War Powers Act? Explain your answer. 6. Section quizzes 7. Unit test | | | | | | | |
| Assessments | | | | | | | |
| <ol style="list-style-type: none"> 1. Chapter worksheets 2. Graphic Organizer 3. Chapter notes 4. Political Cartoons 5. Thinking Critically Essay Questions: 1. How did the division at home over the war demonstrate America’s long-held belief in freedom of expression? 2. Do you agree or disagree with the War Powers Act? Explain your answer. 6. Section quizzes 7. Unit test 8. Projects 9. Open Ended Questions | | | | | | | |
| 21st Century Skills | | | | | | | |
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Skills | X | Information Literacy | X | Media Literacy | | |
| Interdisciplinary Connections | | | | | | | |
| <ul style="list-style-type: none"> • New Jersey Learning Standards – RH.11-12.1-10, WHST.11-12.1-10 | | | | | | | |
| Technology Integration | | | | | | | |
| <p>8.1.P.A.1-5, 8.1.2.A.1-7, 8.1.5.A.1-6, 8.1.12.A.2, 8.1.12.A.3, 8.1.P.C.1, 8.1.12.C.1, 8.1.5.D.3, 8.1.8.D.1, 8.1.8.D.4-5, 8.1.P.E.1, 8.1.2.E.1, 8.1.5.E.1, 8.1.8.E.1, 8.1.12.E.1, 8.2.2.C.1, 8.2.5.C.1, 8.2.5.C.7</p> <ul style="list-style-type: none"> • Laptop OR Chromebook • Projector • PowerPoint Presentations • Google Earth • Streaming Facts on File • Stratalogica • 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. B. Creativity and Innovation; C. Communication and Collaboration | | | | | | | |

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|--|-------------|
| Time Frame | Three Weeks |
| Topic | |
| An Era of Social Change | |
| Essential Questions | |
| <ul style="list-style-type: none"> • What problems did different groups of Latino immigrants share? • Why did Native Americans resist assimilation? • What effects did the civil rights and the antiwar movements have on many women? • What gains did the women's movement make by the early 1970s? • What was the counterculture movement? • What events and other factors hastened the decline of the counterculture movement? | |
| Enduring Understandings | |
| <ul style="list-style-type: none"> • Latinos and Native Americans confronted injustices in the 1960s. • Through protests and marches, women confronted social and economic barriers in American society. • The ideals and lifestyle of the counterculture challenged the traditional views of Americans. | |
| Alignment to NJCCCS | |
| Key Concepts and Skills | |
| <ol style="list-style-type: none"> 1. Describe the growth and diversity of the Latino population in the US during the 1960s. 2. Summarize the efforts of Latinos to secure civil rights and respect for their cultural heritage 3. Explain the efforts of Native Americans to secure reforms in government policies 4. Identify factors that led to the rise of the women's movement in the 1960s 5. Describe some of the early gains and losses of the women's movement 6. Summarize the legacy of the women's movement in employment, education and politics 7. Describe the flowering and decline of the counterculture in the 1960s 8. Summarize the impact of the counterculture on art, fashion, music and attitudes 9. Explain the conservative response to the counterculture | |
| 10.Learning Activities | |
| <ol style="list-style-type: none"> 1. Chapter worksheets 2. Graphic Organizer 3. Chapter notes 4. Political Cartoons 5. Thinking Critically Essay Questions: 1.How were the Latino and Native American movements similar? How were they different? 2. A stereotype is a generalization made about a group. What stereotypes do you think hippies and mainstream Americans made about each other? Why? 6. Section quizzes 7. Unit test | |
| Assessments | |
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7. Unit test
8. Projects
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|--|-------------|
| Time Frame | Three Weeks |
| Topic | |
| An Age of Limits | |
| Essential Questions | |
| <ul style="list-style-type: none"> • What was the goal of Nixon’s New Federalism? • Why had many Democratic voters in the South Become potential Republican supporters by the 1968? • What was Nixon’s Southern strategy? • How did Nixon’s trip to China change foreign relations between the two countries? • What was the Watergate scandal? • Why was Ford’s call for voluntary actions to help the economy unsuccessful? • What factors played a role with America’s economic stagnation in the 1970s? • What environmental actions were taken during the Nixon administration? • How did the Three Mile Island incident affect the use of nuclear power in America? | |
| Enduring Understandings | |
| <ul style="list-style-type: none"> • President Richard Nixon tried to steer the country in a conservative direction and away from federal control. • President Nixon’s involvement in the Watergate scandal forced him to resign from office. • The Ford and Carter administrations attempted to remedy the nation’s worst economic crisis in decades. • During the 1970s, Americans strengthened their efforts to address the nation’s environmental problems. | |
| Alignment to NJCCCS | |
| 6.1.12.C.12.a;6.1.12.A.13.b;6.1.12.B.13.b; 6.1.12.D.13.c; 6.1.12.D.13.d; 6.1.12.D.13.f;6.1.12.C.14.b; | |
| Key Concepts and Skills | |
| <ol style="list-style-type: none"> 1. Summarize Nixon’s plan to lead the nation on a more conservative course. 2. Analyze Nixon’s efforts to win the support of Southern Democrats 3. Describe the steps Nixon took to battle stagflation 4. Examine the importance of Nixon’s visits to China and the USSR 5. Analyze how Nixon and his advisors sought to increase the power of the presidency 6. Summarize the details of the Watergate burglary 7. Describe how the Watergate scandal was uncovered 8. Explain why the House judiciary Committee voted to impeach Nixon and analyze the impact of Watergate on American politics 9. Summarize Gerald Ford’s efforts to confront economic problems and handle foreign policy 10. Analyze the significance of Jimmy Carter’s election in 1976 11. Identify Jimmy Carter’s approach to solving economic problems 12. Describe Carter’s foreign policy 13. Analyze Carter’s achievements and failures in foreign policy matters | |
| Learning Activities | |
| <ol style="list-style-type: none"> 1. Chapter worksheets 2. Graphic Organizer 3. Chapter notes | |

4. Political Cartoons
5. Thinking Critically Essay Questions: 1.What do you think were Nixon’s successes? What were his failures? 2. How did Rachel Carson’s book “Silent Spring” contribute to the environmental movement?
- 6.Section quizzes
- 7.Unit test

Assessments

1. Chapter worksheets
2. Graphic Organizer
3. Chapter notes
4. Political Cartoons
5. Thinking Critically Essay Questions: 1.What do you think were Nixon’s successes? What were his failures? 2. How did Rachel Carson’s book “Silent Spring” contribute to the environmental movement?
6. Section quizzes
7. Unit test
8. Projects
9. Open Ended Questions

21st Century Skills

| | | | | | | | |
|----------|------------|----------|----------------------|----------|----------------|----------|---------------|
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Skills | X | Information Literacy | X | Media Literacy | | |

Interdisciplinary Connections

- New Jersey Learning Standards – RH.11-12.1-10, WHST.11-12.1-10

Technology Integration

8.1.P.A.1-5, 8.1.2.A.1-7, 8.1.5.A.1-6, 8.1.12.A.2, 8.1.12.A.3, 8.1.P.C.1, 8.1.12.C.1, 8.1.5.D.3, 8.1.8.D.1, 8.1.8.D.4-5, 8.1.P.E.1, 8.1.2.E.1, 8.1.5.E.1, 8.1.8.E.1, 8.1.12.E.1, 8.2.2.C.1, 8.2.5.C.1, 8.2.5.C.7

- Laptop OR Chromebook
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- PowerPoint Presentations
- Google Earth
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- Stratalogica
- 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. **B. Creativity and Innovation; C. Communication and Collaboration**

| | |
|---|-------------|
| Time Frame | Three Weeks |
| Topic | |
| The Conservative Tide | |
| Essential Questions | |
| <ul style="list-style-type: none"> • What was the agenda of the New Right? • What were the concerns of the Moral Majority? • What factors led to Reagan's victory in 1980? • What are the main ideas of supply-side economics? • What were some of the effects of Reaganomics? • What problems in education emerged during the 1980s? | |
| Enduring Understandings | |
| <ul style="list-style-type: none"> • Conservatism reached a high point with the election in 1980 of President Ronald Reagan and Vice-President George Bush. • Presidents Reagan and Bush pursued a conservative agenda that included tax cuts, budget cuts, and increased defense spending. • Beneath the surge of prosperity that marked the conservative era of the 1980s lay serious social problems. • The end of the Cold War, marked by the breakup of the Soviet Union in 1991, led to a redirection of many U.S. goals and policies. | |
| Alignment to NJCCCS | |
| 6.1.12.A.12.c; 6.1.12.D.12.c; 6.1.12.B.13.b; 6.1.12.A.14.d; 6.1.12.C.15.a; 6.1.12.D.15.c; | |
| Key Concepts and Skills | |
| <ol style="list-style-type: none"> 1. Identify the reasons for the resurgence of conservative values, and list the major goals of the New Right 2. Analyze the emergence of Reagan and Bush as conservative leaders 3. Summarize Reagan's economic programs 4. Describe the changes that occurred in the makeup and decisions of the Supreme court 5. Identify results of deregulation of the savings and loan industry and of cutting the budget of the Environmental Protection Agency 6. Analyze the presidential elections of 1984 and 1988 7. Identify national concerns about education, drug use, health issues, and urban problems 8. Summarize political, economic, and social gains achieved by women 9. Describe how conservative policies affected minority groups 10. Identify changes in the Communist world that ended the Cold War 11. Summarize US actions taken to influence Central American and Caribbean affairs 12. Describe the events leading up to the Iran-Contra scandal 13. Analyze US involvement in the Persian Gulf War | |
| Learning Activities | |
| <ol style="list-style-type: none"> 1. Chapter worksheets 2. Graphic Organizer 3. Chapter notes 4. Political Cartoons 5. Thinking Critically Essay Questions: 1. What were two goals of the conservative movement in the late 1970s? 2. How did the conservative policies of the Reagan and Bush | |

administrations affect women and minority groups in the 1980s?
 6. Section quizzes
 7. Unit test

Assessments

1. Chapter worksheets
2. Graphic Organizer
3. Chapter notes
4. Political Cartoons
5. Thinking Critically Essay Questions: 1. What were the two goals of the conservative movement in the late 1970s? 2. How did the conservative policies of the Reagan and Bush administrations affect women and minority groups in the 1980s?
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21st Century Skills

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|----------|------------|----------|----------------------|----------|----------------|----------|---------------|
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| X | Skills | X | Information Literacy | X | Media Literacy | | |

Interdisciplinary Connections

- New Jersey Learning Standards – RH.11-12.1-10, WHST.11-12.1-10

Technology Integration

8.1.P.A.1-5, 8.1.2.A.1-7, 8.1.5.A.1-6, 8.1.12.A.2, 8.1.12.A.3, 8.1.P.C.1, 8.1.12.C.1, 8.1.5.D.3, 8.1.8.D.1, 8.1.8.D.4-5, 8.1.P.E.1, 8.1.2.E.1, 8.1.5.E.1, 8.1.8.E.1, 8.1.12.E.1, 8.2.2.C.1, 8.2.5.C.1, 8.2.5.C.7

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| | |
|---|------------|
| Time Frame | Four Weeks |
| Topic | |
| Issues For The 21 st Century | |
| Essential Questions | |
| <ul style="list-style-type: none"> • How can the United States combat terrorism? • How should the United States deal with dangerous dictators? • Should new laws restrict or expand immigration? • Will tougher gun control laws reduce the incidence of crime? • How can a country guarantee equal education for all? • Can information on the internet be both reliable and accessible? • How should medical coverage for the uninsured be funded? • Who has the responsibility for helping the poor? • How can Social Security be reformed so that it will have enough money to pay retirees? • Will the American workplace grant men and women equal opportunities? • Can the nation balance conservation with economic progress? | |
| Enduring Understandings | |
| <ul style="list-style-type: none"> • The attacks of September 11 dramatically altered the way Americans looked at life. • By seeking weapons of mass destruction terrorist and rogue nations pose a grave and growing danger. • America's immigration system faces a struggle to meet the needs of the economy and the values of the country. • As the 21st century begins, Americans find themselves grappling with new forms of violent crimes. • From the earliest days of the nation, American leaders have stressed the importance of education. • Many observers credit computer technology with driving the nation's astonishing economic growth during the 1990s. • Health care is too important for any modern society to permit many citizens to go without it. • Many Americans who live in poverty are employed. • Women are still making less than their male counterparts. • As the 21st century begins, the nation faces the challenge of balancing energy needs with environmental concerns. • American often comes to the aid of different countries in times of humanitarian crisis in third world countries at times with the assistance of the UN. | |
| Alignment to NJCCCS | |
| 6.1.12.A.14.c, 6.1.12.A.14.e, 6.1.12.A.14.f, 6.1.12.A.14.g, 6.1.12.A.14.h, 6.1.12.B.14.a, 6.1.12.B.14.b, 6.1.12.B.14.c, 6.1.12.B.14.d, 6.1.12.C.14.a, 6.1.12.C.14.b, 6.1.12.C.14.c, 6.1.12.D.14.c, 6.1.12.D.14.d, 6.1.12.D.14.e, 6.1.12.C.15.a, 6.1.12.C.15.b, 6.1.12.D.15.a, 6.1.12.D.15.b, 6.1.12.D.15.c, 6.1.12.D.15.d, 6.1.12.A.16.b, 6.1.12.C.16.a, 6.1.12.C.16.b, 6.1.12.C.16.c, 6.1.12.D.16.a, 6.1.12, D.16.b, 6.1.12.D.16.c, 6.1.12.B.15.a, 6.1.12.A.15.f, 6.1.12.A.15.e, 6.1.12, A.15.b, 6.1.12.D.14.f, 6.1.12, D.14.b, 6.1.12.C.14.d, 6.3.12.A.1-2; 6.3.12.B.1; 6.3.12.C.1; 6.3.12.D.1 | |
| Key Concepts and Skills | |
| 1. Identify acts of terrorism in modern history | |

2. Examine the tactics used in and the motives behind terrorist attacks
3. Describe the measures the United States has taken to combat terrorism
4. Describe the circumstances that led to the launching of Operation Iraqi freedom
5. Analyze the threat posed by dangerous regimes
6. Analyze the legal, economic, and moral aspects of immigration
7. Describe the arguments for and against restricting immigration
8. Identify trends in crime rates and crime-prevention strategies
9. Describe the controversy involving gun control and criminal sentences
10. Describe attempts to reform American public education
11. Examine issues of affirmative action and financing in education
12. Describe the history of the Internet
13. Explain the significance of computers and technology in American life
14. Describe the development of government health programs
15. Analyze the challenges facing Medicare
16. Explain the legislative challenges involved in insuring more Americans and protecting patients' rights
17. Describe the causes and extent of poverty in the US
18. Analyze the challenges facing the welfare reform program
19. Describe the financial and demographic challenges that Social Security is facing
20. Analyze the options being considered to reform Social Security
21. Explain the obstacles to equality that women face in the workplace
22. Describe the progress women have made on workplace issues
23. Describe the background of the environmental movement
24. Explain the conflict b/w environmentalism and economic development
25. Examine current case studies involving slavery, child labor, or other unfair labor practices in the US and with those of other nations, evaluate the extent to which such problems are universal.
26. Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental
27. Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.
28. Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.
29. Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

Learning Activities

1. Chapter worksheets
2. Graphic Organizer
3. Chapter notes
4. Political Cartoons
5. Thinking Critically Essay Questions
6. Section quizzes
7. Unit test

Assessments

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