

# COURSE OF STUDY GUIDE

## LOWER CAPE MAY REGIONAL SCHOOL DISTRICT

TITLE OF COURSE: US History II College Bound

DEPARTMENT: Social Studies

DATE REVISED: 2014

GRADE: 11

Prepared by: Steve Leadley and Ryan Slaney

### I. COURSE ORGANIZATION

Length: Full Year

Credits: 5

Periods Per Week: 4

Weighted: \_\_\_\_\_

Prerequisite: US History I

### II. COURSE DESCRIPTION

A study of the history of the United States since the era of Imperialism to the present-- focusing on political, economic, and social events related to the expansion of our influence, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, reform movements (including the progressive and Civil Rights movements). Students will study geographic influences on major historic events and causes and effects of the Great Depression, examine modern constitutional issues, evaluate the relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. The class will develop the students' use of critical thinking skills to interpret historical methods, points of view, and place events in historical context.

### III. COURSE MISSION

All students will obtain a cultural foundation through possession of knowledge of the events of the twentieth century that have contributed to our common (American) heritage. Further, students will acquire the knowledge and skills to think critically and systematically by analyzing current issues from a historical perspective.

### IV. DEPARTMENT MISSION

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, stated, national, and global communities in the digital age.

**VI. COURSE LEVEL ASSESSMENTS & BENCH MARKS**

- Standard Forms-- Students will identify, define, and use vocabulary words associated with the political, geographic and historical events covered in the curriculum as well as apply them to current and future topics.
- Written-- Students will prepare argumentative essays utilizing the proper five paragraph format to demonstrate their understanding and application of the events covered during each unit.
- Public Speaking-- Students will participate in debates and discussions throughout the course.
- Portfolio-- Students will keep and maintain an organized work portfolio.

**VII. POSSIBLE ASSESSMENT TASKS**

*Written*

*Oral*

*Visual*

**VIII. CONTENT/SUGGESTED INSTRUCTIONAL TIME**

**Content Pacing Guide & Standards**

<b>Unit Title:</b>		
Imperialism/Progressivism	<b>Standards:</b> 6.1.12.A.6.a 6.1.12.D.6.b 6.1.12.A.6.c 6.2.12.A.3.a 6.2.12.A.3.d 6.2.12.A.3.g 6.2.12.C.3.b 6.2.12.C.3.e W12.5.a-e W12.2.a-g W12.4	<b>Time Frame:</b> Completed by mid October
<b>Unit Title:</b>		
World War I	<b>Standards:</b> 6.1.12.A.7b 6.1.12.C.7a 6.1.12.D.7.a 6.1.12.D.7.b 6.1.12.D.7.c W12.5.a-e W12.2.a-g W12.4	<b>Time Frame\</b> Completed by mid November
<b>Unit Title:</b>		

1920s-1930s	<u><b>Standards:</b></u> 6.1.12.A.9.a 6.1.12.A.9.b 6.1.12.C.9.c 6.1.12.A.9.d 6.1.12.C.9.d 6.1.12.D.8.a 6.2.12.C.4.a 6.3.12.D.1 W12.5.a-e W12.2.a-g W12.4	<u><b>Time Frame:</b></u> Completed by XMAS break

<b>Unit Title:</b>		
World War II	<u><b>Standards:</b></u> 6.1. 12.A.11.a 6.1. 12.A.11.b 6.1. 12.A.11.e 6.1. 12.A.11.e 6.1. 12.A.11.b 6.1. 12.D.11.a 6.2.12. B.4.b 6.2.12. D.4.e 6.3.12.D.1 W12.5.a-e W12.2.a-g W12.4	<u><b>Time Frame:</b></u> Completed by early February

<b>Unit Title:</b>		
Cold War Part I	Standards	Time Frame: Completed by early- mid March

<b>Unit Title:</b>		
Civil Rights Movement	Standards	Time Frame: Completed by early April

<b>Unit Title:</b>
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Cold War Part II	Standards	Time Frame: Completed by early May
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<b>Unit Title:</b>		
The Modern Era	Standards	Time Frame: Complete by early June

## **IX. MODIFICATIONS: INCLUSION TECHNIQUES/ENRICHMENTS**

Possible instructional techniques may include but may not be limited to the following:

**Resource Center** – A course of study will be modified to accommodate the specific needs of a special education student as outlined in his/her IEP.

**Inclusion** – Peer tutoring, computer software, oral tests, visual organizers, study guides, and cooperative learning activities

**Enrichments** – Field trips, guest speakers, brochure design, simulations, drama, and poetry

Students are provided with a basic text and/or supplemental curricular materials that are used for assigned readings, discussion, and information gathering. Through teacher-directed instructional activities, students are asked to acquire knowledge, develop an understanding of content, apply information to their own lives, analyze data, synthesize material, and make evaluative judgments.

When planning each lesson, teachers select specific objectives, organize material to achieve maximum understanding, make associations, and check for understanding at frequent intervals. Technology materials are used when appropriate. Suggestions for specific assignments and student activities are found in the teacher's resource guide of the approved textbook series.

## **X. INTERDISCIPLINARY CONNECTIONS/MULTICULTURAL MATERIALS**

A. Films that can be used:

- Rough Riders (Unit I)
- The Wind and the Lion (Unit I)
- The Lost Battalion (Unit II)
- Flyboys (Unit II)
- All Quiet on the Western Front (Unit II)
- Untouchables (Unit III)
- Cinderella Man (Unit III)
- The Grapes of Wrath (Unit III)
- Of Mice and Men (Unit III)
- Memphis Belle (Unit IV)
- Saving Private Ryan (Unit IV)
- Midway (Unit IV)
- American Graffiti (Unit V)

North by Northwest (Unit V)  
Rebel Without a Cause (Unit V)  
Road to Freedom (Unit VI)  
Mississippi Burning (Unit VI)  
Forrest Gump (Unit VII)  
Platoon (Unit VII)  
War Games (Unit VII)  
Three Kings (Unit VIII)

B. Argumentative Essay questions as enumerated in each unit

**XI. MATERIALS/TECHNOLOGY**

- A. Textbooks
- B. Computers
- C. Copier(s)
- D. Overhead projectors
- E. Projectors
- F. Mimios
- G. Internet access

**United States History II**  
**College Bound Curriculum**  
**2011-2012**

**2011-2012**

**Course:** US II C.B.

**Unit:** Imperialism –Progressivism

**ENDURING UNDERSTANDINGS:**

- European Imperialism fueled competition for foreign territories in order to advance economic political and diplomatic standing in the international community.
- The US used economic, military, and political means to expand territories.
- Yellow Journalism created a public demand and approval for imperialistic policies.
- The imperialistic control of territories created both benefits and detriments for both the US and the indigenous peoples under American control.
- Industrialization and urbanization created a number of problems at the beginning of the 20<sup>th</sup> century.
- A hands off approach of the government toward business led to problems in safety, living and working conditions.
- Writers and journalists exposed social and work related maladies, furthering the reform movement.
- As the frontier disappeared, a greater call for the preservation of natural resources emerged.
- Women played an active role in the call for reform particularly the push for women’s suffrage.

**ESSENTIAL QUESTIONS:**

- Why do nations desire to control other peoples/areas?
- Why and how do nations expand their territories?
- What is the role of the media in reporting events?
- What happens when different cultures come into contact?
- What are the outcomes of Industrialization and Urbanization?
- What is the appropriate level of government involvement in social life and private enterprise?
- How does journalism impact society?
- What responsibility do a government and its citizens have regarding natural resources?
- How can common citizens enact political change?

Social Studies Core Curriculum Standards/CPI’s	Career Ed, Consumer, Family Life Skills Stds/CPI’s	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
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Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Stds/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1.12.D.6.b 6.2.12.A.6.g 6.2.12.C.3.b		America joins the Imperialism race	<ol style="list-style-type: none"> <li>1. Summarize the causes and effects of European imperialism</li> <li>2. Identify factors that influenced American Imperialism.</li> <li>3. Explain how the U.S. acquired Hawaii.</li> </ol>	Guided Reading activity	Worksheet-"Imperialism and America"	1 Class Period
6.1.12.D.6.b 6.2.12.A.3.a 6.2.12.A.3.d 6.2.12.A.3.g 6.2.12.C.3.b 6.2.12.C.3.e		Spanish-American War	<ol style="list-style-type: none"> <li>1. Contrast American opinions regarding the Cuban revolt against Spain.</li> <li>2. Identify events that escalated conflict between the U.S. and Spain.</li> <li>3. Describe the course of the Spanish-American War.</li> </ol>	Group Reading/Discussion/debate	Chart/Packet "Spanish-American War"	2 Class Periods
6.1.12.D.6.b 6.2.12.A.3.a 6.2.12.A.3.d 6.2.12.A.3.g 6.2.12.C.3.b 6.2.12.C.3.e		Spanish-American War	Review/Expand/Elaborate/and check student understanding of American Imperialism and the Spanish-American War	Lecture/Note-taking/discussion	Notebook check/discussion	1 Class Period

Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Stds/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1.12.A.6.a 6.1.12.A.6.c 6.2.12.A.3.e 6.2.12.A.3.f		US Acquires New Territories	<ol style="list-style-type: none"> <li>1. Describe the U.S. involvement in Puerto Rico.</li> <li>2. Explain how the U.S. maintained control over Cuba.</li> <li>3. Identify the causes and effects of the Philippine-American War.</li> <li>4. Explain the purpose of the Open Door Policy.</li> </ol>	Jig-sawing activity “	Small groups worksheet/discussion Acquiring New Lands”	1 Class Period
6.1.12.A.6.a 6.2.12.C.3.e 6.2.12.D.3.c 6.2.12.D.3.d		The US's new role as a world power.	<ol style="list-style-type: none"> <li>1. Explain how Teddy Roosevelt's foreign policy promoted American power around the world.</li> <li>2. Describe how Woodrow Wilson's missionary diplomacy ensured U.S. dominance of Latin America.</li> </ol>	Reading Assignment	Worksheet “America As A World Power”	1 Period
6.1.12.A.6.a 6.2.12.C.3.e 6.2.12.D.3.c 6.2.12.D.3.d		Changing Geo-Political Role of America	Review/Expand/Elaborate on America's new status post-S-A War	Lecture/Note taking	Discussion/Notebook check	1 Period
6.1.12.A.6.a 6.1.12.A.6.c 6.2.12.A.3.c 6.2.12.A.3.f		Origins of Progressivism	<ol style="list-style-type: none"> <li>1. Explain the 4 goals of Progressivism.</li> <li>2. Summarize Progressive efforts to clean up local government.</li> <li>3. Identify Progressive efforts to clean up state government, protect workers, and reform elections.</li> </ol>	Compare/Contrast Progressive Reforms	Chart “Progressivism”	1 Period



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6.1.12.A.6.a 6.1.12.A.6.c 6.2.12.A.3.c 6.2.12.A.3.f		Progressivism	Review/Expand/Elaborate on America's Progressive Movement	Lecture/Note taking X Word Puzzle	Discussion/Notebook check	1 Period
6.1.12.A.6.a 6.2.12.A.3.e 6.2.12.A.3.f		The Square Deal	1. Trace the events of Theodore Roosevelt's presidency. 2. Show how T.R. used the power of his office to regulate business. 3. Identify laws passed to protect citizens' health and preserve the environment. 4. Summarize T.R.'s stand on civil rights.	Effective Reading activity	"Square Deal" packet	1 Period
6.1.12.A.6.a 6.2.12.A.3.e 6.2.12.A.3.f		Review Square Deal-cover Taft Admin.	Identify Taft's progressive reforms and contrast them w/ TR's.	1. Notes III-V 2. Progressivism Under Taft WS	Worksheet "Progressivism Under Taft"	1 Period
6.1.12.C.6.c 6.2.12.A.3.e 6.2.12.A.3.f		New Freedom	Identify and explain Wilson's New Freedom then evaluate the key reforms.	Reading/Discussion	Reading/Discussion/Debate	1 Period
6.1.12.C.6.c 6.2.12.A.3.e 6.2.12.A.3.f		Taft/Wilson Administrations	Review/Expand/Elaborate on America's Progressive Reforms under Taft and Wilson	Lecture/Note taking	Discussion/Notebook check	1 Period

Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Stds/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1.12.A.6.a 6.1.12.D.6.b 6.1.12.A.6.c 6.2.12.A.3.a 6.2.12.A.3.d 6.2.12.A.3.g 6.2.12.C.3.b 6.2.12.C.3.e W12.5.a-e W12.2.a-g W12.4		Imperialism-Progressivism Learning Styles targeted: Activist Reflector Theorist Pragmatist	SWBAT: 1. Reinforce knowledge and understanding of unit's material. 2. Examine, analyze, and evaluate key concepts from the unit. 3. Synthesize material from graded assignments and notes and apply them to the review sheet. 4. Prepare a rough draft for the essay that will appear on the test.	Students will utilize the resources in their Work Portfolios to answer questions on the review sheet as well as express opinions upon concepts (higher level thinking skills). Aid will be given whenever needed and any concepts that are problematic for numerous students will be re-taught.	Review Sheet	4 class periods
6.1.12.A.6.a 6.1.12.D.6.b 6.1.12.A.6.c 6.2.12.A.3.a 6.2.12.A.3.d 6.2.12.A.3.g 6.2.12.C.3.b 6.2.12.C.3.e W12.5.a-e W12.2.a-g W12.4		Test/Essay	Identify and Explain the key terms and concepts of the unit and write an argumentative essay	1. Test 2. Argumentative Essay: "Was the US justified in declaring war on Spain?" or "Was the US justified in it's policy of Imperialism?"	1. Matching/Multiple choice test 2. Argumentative Essay	1 double period

Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Stds/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1.12.D.6.b 6.2.12.A.3.a 6.2.12.A.3.d 6.2.12.A.3.g 6.2.12.C.3.b 6.2.12.C.3.e		Spanish-American War Learning styles targeted: Activist Pragmatist	Reinforcement of material on the S-A War. 1. Contrast American opinions regarding the Cuban revolt against Spain. 2. Identify events that escalated conflict between the U.S. and Spain. 3. Describe the course of the Spanish-American War. 4. Assess the valor of the 10 <sup>th</sup> Cavalry and Rough Riders	Watch "Rough Riders"	Worksheet accompanying movie, discussion of film	5 class periods

**2011-2012**

**Course:** US II C.B.

**Unit:** World War I

ENDURING UNDERSTANDINGS

- Nations engaged in complex alliances in an attempt to prevent global conflict.
- Increased nationalism created pressures on European governments to create new European nation-states.
- Imperialism and militarism as an extension of nationalism created additional pressures on world peace.
- Alliances originally intended to discourage hostilities created conditions whereby local disputes resulted in international warfare.
- During World War I, new military technologies resulted in unprecedented casualties
- America experienced an increase in nationalism and patriotism during the war that was also reflected by an increase in racism against German-American citizens
- Domestically, for claimed security purposes, the American government violated constitutional rights of citizens.
- During times of war or crisis civil liberties are often times compromised.

ESSENTIAL QUESTIONS

- How can world peace be achieved?
- Why do individuals identify with nationalities and cultures?
- What rights do nationalities have to self governance?
- Why do nations attempt to expand?
- Why do nations enter into alliances?
- What are the outcomes of entering into an alliance?
- How has technology affected warfare?
- Should there be rules for warfare?
- What are the effects of nationalism?
- When should governments restrict civil rights?
- How should people and nations be held accountable for war?
- What are the goals of peace negotiations and how can they create a peaceful solution to the disputes that cause war?

<b>Social Studies Core Curriculum Standards/CPI's</b>	<b>Career Ed, Consumer, Family Life Skills Stds/CPI's</b>	<b>Content</b>	<b>Instructional Objectives</b>	<b>Activities</b>	<b>Assessment</b>	<b>Suggested Timeframe</b>
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Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Std's/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1.12.A.7.a 6.1.12.C.7.a 6.1.12.B.7.a		Origins of WWI	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify the 4 long term causes of WW I.</li> <li>2. Explain the circumstances that led to the war.</li> <li>3. Describe the slaughter of the 1st two years of the war.</li> <li>4. Summarize public opinion about the war in the U.S.</li> <li>5. Explain why the U.S. entered the war.</li> </ol>	Guided Practice	Guided Practice "World War I Begins"	1 class period
6.1.12.A.7.a 6.1.12.C.7.a		Origins of WWI	<p><b>Objective:</b></p> <p>Review/elaboration of points from the previous day.</p>	Lecture/Notes	Notebook check/discussion	1 class period
6.1.12.B.7.a		1914 Map of Europe	<p><b>Objective:</b> Students will be able to demonstrate a knowledge of the political boundaries of Europe c. 1914.</p>	Map Activity (label European Countries and classify them as Ally or Central Power	Map activity collected and graded.	1 Class Period.

Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Std's/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1.12.A.7b		American Entrance into WW I	<ol style="list-style-type: none"> <li>1. Describe how the U.S. mobilized for war.</li> <li>2. Summarize American success on the war front.</li> <li>3. Identify the new weapons and medical problems the war created.</li> <li>4. Assess the impact of the war on participating nations.</li> </ol>	Independent Reading	Assessment worksheet "American Power Tips the Balance"	1 class period
6.1.12.A.7b 6.1.12.C.7a		American Involvement in WWI	<p><b>Objective:</b> Review/elaboration of points from the previous day.</p>	Lecture/Notes/Discussion	Discussion/Notebook check	1 Class Period
6.1.12.D.7.a 6.1.12.D.7.b 6.1.12.D.7.c		The War At Home	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Explain how business and government cooperated during the war.</li> <li>2. Show how the government sold the war to the public.</li> <li>3. Describe the attacks on civil liberties that erupted once war was declared.</li> <li>4. Summarize the social changes that occurred among African Americans and women as a result of the war.</li> </ol>	"Jigsaw" activity/group work	Product turned in by group "Home Front" Packet	1 class period

Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Std's/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1.12.A.7c		Negotiating the Treaty of Versailles	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Summarize Wilson's 14 Points.</li> <li>2. Describe the Treaty of Versailles and international and domestic reactions to it.</li> <li>3. Explain some of the consequences of the war.</li> </ol>	Guided Reading Activity	Worksheet "Wilson Fights For Peace"	1 Class Period
6.1.12.A.7c		Versailles Peace Conference and aftermath of the War	<p><b>Objective:</b></p> <p>Review/elaboration of points from the previous day.</p>	Discussion/Notes	Notebook check, q/a of students.	1 Class Period

Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Std's/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1.12.A.7b 6.1.12.C.7a 6.1.12.D.7.a 6.1.12.D.7.b 6.1.12.D.7.c W12.5.a-e W12.2.a-g W12.4		Review unit's content (WWI)  Learning Styles targeted: Activist Reflector Theorist Pragmatist	<b><u>Objectives:</u></b> <b>SWBAT:</b> 1. Reinforce knowledge and understanding of unit's material. 2. Examine, analyze, and evaluate key concepts from the unit. 3. Synthesize material from graded assignments and notes and apply them to the review sheet. 4. Develop a thesis for an argumentative essay regarding America's decision to enter WWI. 5. Establish three points to use in proving the thesis. 6. Have the opportunity to prepare a rough draft for the essay that will appear on the test.	1. Collect Extra Credit  2. Independent work on Review Sheet for WWI- Students will utilize the resources in their Work Portfolios to answer questions on the review sheet as well as express opinions upon concepts (higher level thinking skills). <u>Aid will be given            whenever needed and any            concepts that are problematic for            numerous students will be re-            taught.</u>  3. As a group we will brainstorm for valid essay points for use in both the pro and con essay thesis.  4. Students will record essay points on a "Pre-Writing Organizer."	Short term: -Student posed questions in help w/ Review Sheet -Brainstorming activity/Pre- Writing Organizer (Assessment of Essay Comments)  Long Term: -Review Sheet to be collected the day of the test -Check for understanding as work progresses on the Review Sheet	4 Class periods
6.1.12.A.7b 6.1.12.C.7a 6.1.12.D.7.a 6.1.12.D.7.b 6.1.12.D.7.c		Review unit's content (WWI)  Learning Styles targeted: Activist Reflector Theorist Pragmatist	<b><u>Objectives:</u></b> <b>SWBAT:</b> 1. Reinforce knowledge and understanding of unit's material. 2. Examine, analyze, and evaluate key concepts from the unit.	Extra Credit Skee-ball Review Game	Individual/group performance on game/contest	1 class period



Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Std's/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1.12.A.7b 6.1.12.C.7a 6.1.12.D.7.a 6.1.12.D.7.b 6.1.12.D.7.c W12.5.a-e W12.2.a-g W12.4		The terms and concepts of the Unit	Identify and Explain the key terms and concepts of the unit and write an argumentative essay	Test Essay: "Was the US justified in entering the war?"	Test/Essay	1 Double Period
6.1.12.A.7b 6.1.12.C.7a		Warfare on the Western Front  Learning styles targeted: Activist Theorist Reflector	<b>Objectives:</b> SWBAT: 1. Relate to the horrors of modern warfare. 2. Witness trench warfare 3. Evaluate the valor of "The Lost Battalion" or aviators in WWI	"The Lost Battalion" or "Flyboys"	Worksheet to accompany film/discussion of film.	3 class periods

**2011-2012**

**Course** US II CB

**Unit** 1920s-1930s

ENDURING UNDERSTANDINGS

- Increased prosperity affected the lives of Americans during the 1920s.
- African-Americans engaged in the “Great Migration” from the rural South to urban centers in the North.
- What is the effect on people and cultures as the result of migration?
- Concentration of African-American population in northern urban centers created great opportunities for expression of culture in art, music and writing.
- Business, technological, and social developments of the 1920s launched the era of modern consumerism, easy credit, and a false sense of prosperity.
- The desire for normality after the war and a fear of communism and “foreigners” led to postwar isolationism.
- Overproduction of consumer goods and overextended credit policies created unrecognized economic instability in the late 1920’s
- Unregulated speculation in the stock market resulted in a crash of the market and subsequent collapse of the general economy in 1929.
- Laissez Faire policies failed to address the needs of individuals facing hardship due to the Great Depression.
- New Deal policies affected the American economy in attempting to recover from the Great Depression, and regulating economic institutions to prevent future economic crashes.
- New Deal policies and actions affected American society by increasing the role of the federal government in providing relief for the needy.

ESSENTIAL QUESTIONS

- How does national prosperity affect a society?
- What are the outcomes of ethnic and cultural diversity in a society?
- What conditions foster economic growth?
- How can the rights of citizens be protected?
- How can a nation rebuild after a protracted war?
- How does an economic system operate?
- What threatens an economic system?
- Why do governments create economic policies?
- What is the responsibility of the government in caring for the welfare of individuals in need of assistance?
- What is the role of government in individual lives?
- What is the government’s role in solving societal issues and what are the outcomes of this involvement?
- How do economies develop?
- What is the role of government in regulating economic institutions?

Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Stds/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1.12.A.8.a 6.1.12.A.8.b 6.1.12.A.8.c 6.3.12.D.1		America Struggles w/ Post WWI Issues/ Return to "normalcy."	<ol style="list-style-type: none"> <li>1. Summarize the causes and effects of the "Red Scare."</li> <li>2. Describe the effects of the Red Scare on unions.</li> <li>3. Describe Harding's attempts to return the U.S. to "normalcy."</li> <li>4. Summarize the U.S.'s immigration policy of the 1920's.</li> <li>5. Identify the scandals that plagued the Harding administration.</li> </ol>	Research/application	America Struggles...research activity	1 class period
6.1.12.A.8.a 6.1.12.A.8.b 6.1.12.A.8.c 6.1.12.C.8.a		Economic Prosperity and Culture of the '20s	<ol style="list-style-type: none"> <li>1. Identify the causes and results of the changing role of women.</li> <li>2. To explain the effects of Prohibition.</li> <li>3. Discuss the positives and negatives of credit buying.</li> </ol>	Guided Reading Assignment	Worksheet "Business of America..."	1 class period
6.1.12.A.8.a 6.2.12.C.4.j 6.3.12.D.1		Prohibition	Explain, expand and discuss the prohibition experiment and its effects.	Discussion/lecture	Discussion/notebook check	1 class period

Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Stds/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1.12.C.8.a 6.1.12.D.8.a 6.1.12.D.8.b 6.2.12.D.4.k		Flourishing of African-American culture	1. Identify the causes and effects of the "Great Migration." 2. Describe the cultural attributes of African-Americans during the period.	Worksheet "Harlem Renaissance"	Grade Assignment	1 class period
6.1.12.A.9.a 6.1.12.A.9.b 6.1.12.C.9.c 6.1.12.A.9.d 6.1.12.C.9.d 6.1.12.D.8.a		Economic Origins of the Great Depression	1. Summarize some of the problems threatening the American economy in the late '20's. 2. Describe the causes of the stock market crash and of the Great Depression. 3. Explain how the Great Depression affected the economy in the U.S. and throughout the world.	Jig-sawing group activity	Product from assignment "Nation's Sick Economy"	1 class period
6.1.12.A.9.a 6.1.12.A.9.b 6.1.12.C.9.c 6.1.12.A.9.d 6.1.12.C.9.d 6.1.12.D.8.a 6.2.12.C.4.a		Living conditions during the Great Depression	1. Describe how people struggled to survive during the Depression. 2. Explain Hoover's response to the Depression.	Guided Practice	"Hardship and Suffering" Worksheet	1 class period

Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Stds/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1.12.A.9.a 6.1.12.A.9.b 6.1.12.C.9.c 6.1.12.A.9.d 6.1.12.C.9.d 6.1.12.D.8.a		Cause/Effects of the Great Depression	Enhance/elaborate on the causes and effects of the Great Depression.	Notes/Lecture	Discussion/notebook check	1 class period
6.1.12.A.10.b 6.1.12.A.10.c 6.1.12.D.10.b 6.1.12.A.10.d 6.2.12.C.4.a		The New Deal	<ol style="list-style-type: none"> <li>1. Describe and classify programs as Relief, Recovery, or Reform.</li> <li>2. Explain the criticisms of the New Deal.</li> <li>3. Describe and evaluate the impact of the New Deal.</li> </ol>	Research based packet "FDR's New Deal"	Packet to be turned in as an assignment	1 class period.
6.1.12.A.9.a 6.1.12.A.9.b 6.1.12.C.9.c 6.1.12.A.9.d 6.1.12.C.9.d 6.1.12.D.8.a 6.2.12.C.4.a 6.3.12.D.1		Roaring 20s/Great Depression	<ol style="list-style-type: none"> <li>1. Reinforce knowledge and understanding of unit's material.</li> <li>2. Examine, analyze, and evaluate key concepts from the unit.</li> </ol>	Watch Either "The Untouchables", Grapes of Wrath" or "Cinderella Man"	Film Guide/Discussion	4 Class Periods

Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Stds/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1.12.A.9.a 6.1.12.A.9.b 6.1.12.C.9.c 6.1.12.A.9.d 6.1.12.C.9.d 6.1.12.D.8.a 6.2.12.C.4.a 6.3.12.D.1 W12.5.a-e W12.2.a-g W12.4		Review unit's content (20s-30s)	1. Reinforce knowledge and understanding of unit's material. 2. Examine, analyze, and evaluate key concepts from the unit. 3. Synthesize material from graded assignments and notes and apply them to the review sheet.	1. Review Sheet for 20s-30s- Students will utilize the resources in their Work Portfolios to answer questions on the review sheet as well as express opinions upon concepts (higher level thinking skills). Aid will be given whenever needed and any concepts that are problematic for numerous students will be re-taught.  2. Final 35 minutes- Skee-ball review game	Review Sheet to be collected the day of the test  Check for understanding as work progresses on the Review Sheet	4 Class Periods
6.1.12.A.9.a 6.1.12.A.9.b 6.1.12.C.9.c 6.1.12.A.9.d 6.1.12.C.9.d 6.1.12.D.8.a 6.2.12.C.4.a 6.3.12.D.1 W12.5.a-e W12.2.a-g W12.4		Test/Essay	Identify and Explain the key terms and concepts of the unit and write an argumentative essay	Test, Essay: "Was the 18 <sup>th</sup> Amendment a good idea?" or "Who had the better plan for dealing w/ the Depression: Hoover's 'Rugged Individualism' or FDR's 'New Deal?'"	Test/Essay	1 double class period

**2011-2012**

**Course:** US II CB

**Unit:** World War II

ENDURING UNDERSTANDINGS

- Global and economic conditions led to the rise of new political leaders that challenged democratic and capitalistic principles.
- Germany and Japan engaged in extreme nationalistic military expansion with similar goals of militarily colonizing neighboring territories.
- Germany and, to a lesser degree, Japan engaged in atrocities directed toward large groups of civilians in their own country and in conquered territory.
- Upon entry into World War II, the United States mobilized its citizens and resources to give its Allies unprecedented military and industrial support.
- Both the Allies and the Axis powers engaged in total war, including targeting civilian population centers.
- America experienced an increase in nationalism and patriotism during the war that was also reflected by an increase in racism against German-American and Japanese-American citizens.

ESSENTIAL QUESTIONS

- When should a nation remain neutral when other nations are in conflict with each other?
- Why is it difficult to avoid war?
- Why do nations expand?
- When is war justified?
- What would make a population enthusiastic about impending war?
- What limitations should be placed on warfare tactics?
- What should be the response against individuals and nationalities that commit atrocities?
- When should governments restrict civil rights?
- Who is held accountable for wartime atrocities?

<b>Social Studies Core Curriculum Standards/CPI's</b>	<b>Career Ed, Consumer, Family Life Skills Stds/CPI's</b>	<b>Content</b>	<b>Instructional Objectives</b>	<b>Activities</b>	<b>Assessment</b>	<b>Suggested Timeframe</b>
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Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Std's/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1.12.A.11.a 6.2.12. A.4.a 6.2.12. B.4.a 6.2.12. D.4.b 6.2.12. D.4.d 6.2.12. D.4.e 6.2.12. D.4.g		Rise of totalitarian states	1. Characterize the governments that took power in Russia, Italy, Germany and Japan after WWI. 2. Describe America's return to isolationism in the 1930's.	Compare/contrast Hitler, Stalin, Mussolini and Tojo.	Chart activity "Dictatorships of the 1930s"	1 class period
6.1.12.A.11.a 6.2.12. A.4.a 6.2.12. B.4.a 6.2.12. D.4.b 6.2.12. D.4.d 6.2.12. D.4.e 6.2.12. D.4.g		Notes on rise of Fascism	Students will establish a greater understanding of the terms and concepts from the previous lesson.	Elaborate/Discuss/Debate the rise of fascism	Lecture/Notes	1 class period.
6.1. 12.A.11.a 6.1. 12.A.11.b 6.1. 12.A.11.e 6.1. 12.A.11.e 6.1. 12.A.11.b 6.1. 12.D.11.a 6.2.12. B.4.b 6.2.12. D.4.e		Beginnings of WWII	1. Explain Germany's motives for expansion and the timid response of England and France. 2. Describe Germany's blitzkrieg tactics. 3. Summarize the 1st battles of WWII.	Independent reading assignment	"War in Europe" Worksheet	1 class period



Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Std's/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1. 12.A.11.a 6.1. 12.A.11.b 6.1. 12.A.11.e 6.1. 12.A.11.e 6.1. 12.A.11.b 6.1. 12.D.11.a 6.2.12. B.4.b 6.2.12. D.4.e		European Theater from Poland through Barbarossa	Reinforce, check understanding of first year of WWII	Lecture/notes	Notebook check/target questions for students	1 class period
6.1. 12.A.11.b 6.1. 12.C.11.a		US movement away from isolationism	<ol style="list-style-type: none"> <li>1. Describe the response of the US to the outbreak of war in Europe.</li> <li>2. Show how FDR assisted the Allies w/o declaring war.</li> <li>3. Summarize the events that brought the US into conflict w/ Germany.</li> <li>4. Characterize the American response to the Pearl Harbor attack.</li> </ol>	Map the steps FDR took away from isolationism, culminating in Pearl Harbor attack.	Worksheet "America Moves Toward War"	1 class period
6.1. 12.A.11.b 6.1. 12.C.11.a 6.1. 12.D.11.b 6.1. 12.D.11.c 6.2.12. D.4.g 6.2.12. D.4.j 6.3.12.D.1		US economy and society convert to wartime	<ol style="list-style-type: none"> <li>1. Explain how the US expanded its armed forces in response to entering WWII.</li> <li>2. Describe the wartime mobilization of industry, labor, science, and media.</li> <li>3. Characterize the efforts of the federal government to control the economy and deal w/ suspected espionage.</li> </ol>	<ol style="list-style-type: none"> <li>1. Independent reading assignment</li> <li>2. Follow reading survey</li> </ol>	Guided practice "Mobilization for Defense"	1 class period

Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Std's/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1. 12.A.11.e 6.1. 12.D.11.d 6.2.12. A.4.c 6.2.12. A.4.d 6.2.12. D.4.i		The Holocaust	<ol style="list-style-type: none"> <li>1. Explain the reasons behind Nazi persecution of the Jews.</li> <li>2. Describe the problems faced by German Jews who attempted to emigrate.</li> <li>3. Describe the "Final Solution" and the horrors of the Holocaust.</li> </ol>	Group reading/discussion "The Holocaust" section of the book	Discussion	1 class period
6.1. 12.B.11.a 6.1. 12.D.11.a 6.2.12. B.4.b		Operation Torch through the Fall of Germany	<ol style="list-style-type: none"> <li>1. Summarize the Allies' plans for winning the war.</li> <li>2. Identify events in the war in Europe.</li> <li>3. Describe the liberation of Europe.</li> </ol>	Chart the ebb and flow of the Axis and Allies in European Theater	Independent Practice "The War for Europe and N. Africa"	1 class period
6.1. 12.B.11.a 6.1. 12.D.11.a 6.2. 12. B.4.b		American Involvement in the European Theater	Review/elaborate upon the content of the previous lesson	Lecture	Student note taking/discussion	1 class period
6.1. 12.B.11.a 6.1. 12.D.11.a 6.2. 12. D.4.f		Pacific Theater	<ol style="list-style-type: none"> <li>1. Identify the key turning points in the war in the Pacific.</li> <li>2. Explain the development of and the debate over the use of the atomic bomb.</li> <li>3. Describe the challenges faced by the Allies in building a just and lasting postwar peace.</li> </ol>	Guided Reading "War in the Pacific"	Worksheet/discussion	1 class period

Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Std's/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1. 12.B.11.a 6.1. 12.D.11.a		War Against Japan, Conclusion of the War	1. Check for understanding regarding the events of the Pacific Theater. 2. Evaluate the decision to drop the A-Bombs.	Notes/Discussion/preparation for Essay	Notes/Discussion/Essay rough drafts	1 class period
6.1. 12.B.11.a 6.1. 12.D.11.a 6.2. 12. B.4.b		Air war in Europe	<b>Objectives:</b> <b>SWBAT:</b> 1. Identify the key turning points in the war in the Pacific. 2. Explain the development of and the debate over the use of the atomic bomb. 3. Describe the challenges faced by the Allies in building a just and lasting postwar peace. 4. Relate to the experiences of a B-17 crew in the European Theater.	Watch the film "Memphis Belle"	Discussion/movie work sheet	4 class periods

Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Std's/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1. 12.A.11.a 6.1. 12.A.11.b 6.1. 12.A.11.e 6.1. 12.A.11.e 6.1. 12.A.11.b 6.1. 12.D.11.a 6.2.12. B.4.b 6.2.12. D.4.e 6.3.12.D.1 W12.5.a-e W12.2.a-g W12.4		World War II	<b>SWBAT:</b> 1. Reinforce knowledge and understanding of unit's material. 2. Examine, analyze, and evaluate key concepts from the unit. 3. Synthesize material from graded assignments and notes and apply them to the review sheet. 4. Prepare for the argumentative essay	Students will use the work from their portfolios to complete the Review Sheet.  Brainstorm for essay points	Discussion/Review Sheets/Rough Draft of Essay	4 class periods
6.1. 12.A.11.a 6.1. 12.A.11.b 6.1. 12.A.11.e 6.1. 12.A.11.e 6.1. 12.A.11.b 6.1. 12.D.11.a 6.2.12. B.4.b 6.2.12. D.4.e 6.3.12.D.1 W12.5.a-e W12.2.a-g W12.4		WWII	Demonstrate understanding of the terms and concepts of the unit as well as write an argumentative essay.	Test Essay "Was the US justified in using the A-bombs on Japan?"	Test/Essay	1 double class period.

**2011-2012**

**Course** US II CB

**Unit** The Cold War Part I (1945-1960)

ENDURING UNDERSTANDINGS

- The United States and the Soviet Union emerged from World War II as two superpowers with vastly different political and economic systems.
- Communism expanded into Eastern Europe, China and Korea resulting in an American policy of containment using diplomatic, economic, and military methods.
- Differences between the United States and the Soviet Union led to a Cold War that lasted almost to the 21<sup>st</sup> century.
- A conventional weapon and nuclear arms races developed between the United States and the Soviet Union through the second half of the 20<sup>th</sup> century.
- The fear of communism led the United States government to pursue unsubstantiated charges against American citizens.

ESSENTIAL QUESTIONS

- How can competing economic systems co-exist?
- How can opposing political systems co-exist?
- What is the role of the community of nations?
- When can a nation interfere in the political, economic and domestic policies of other nations?
- How can a nation protect its economic and political systems?
- What constitutes a military advantage?
- How can the rights of a citizen be protected?
- When should governments restrict civil rights?

Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Stds/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1.1.2.A.15.a 6.1.12.A.15.b 6.1.12.A.15.c 6.1.1.12.A.15.d 6.1.12.A.15.e 6.1.12.A.15.f 6.1.12.D.14.a 6.2.12.A.5.a 6.2.12.A.5.b 6.2.12.B.5.a 6.2.12.B.5.b 6.2.12.A.6.a		Causes of the Cold War	<u>Objectives:</u> 1. Explain the breakdown of relations between the US and USSR after WWII. 2. Summarize the steps the US took to counter Soviet influence. 3. Describe how the Truman Doctrine and Marshall Plan further defined and deepened the Cold War. 4. Explain how conflicts over Germany increased fear of Soviet aggression.	Group reading/analysis activity	Group Q/A, Worksheet "Origins of the Cold War"	1 class period
1.1.2.A.15.a 6.1.12.A.15.b 6.1.12.A.15.c 6.1.1.12.A.15.d 6.1.12.A.15.e 6.1.12.A.15.f 6.1.12.D.14.a 6.2.12.A.5.a 6.2.12.A.5.b 6.2.12.B.5.a 6.2.12.B.5.b 6.2.12.A.6.a		Tensions from 1945-1950	Elaborate, discuss, review and expound on the content of the previous day's lesson	Notes/Lecture	Discussion/Notebook check	1 class period

Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Stds/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.12.D.15.b 6.2.12.B.5.b 6.2.12.A.5.b 6.2.12.D.4.h		Chinese Revolution Korean Conflict	1. Explain how Communists came to power in China and how the US reacted. 2. Summarize the events of the Korean War. 3. Explain the conflict between Pres. Truman and Gen. MacArthur.	Guided Reading Assignment	"Cold War Heats Up" packet	1 class period
2.D.15.b 6.2.12.B.5.b 6.2.12.A.5.b 6.2.12.D.4.h		The Korean War	Elaborate, discuss, review and expound on the content of the previous day's lesson	Notes/Lecture	Discussion/Notebook check	1 class period
6.1.12.A.16.a 6.1.12.A.14.h 6.1.12.A.14.b 6.1.12.D.12.b 6.1.12.D.14.e		Red Scare, McCarthyism (The Cold War at Home)	1. Summarize the government's efforts to investigate the loyalty of its citizens. 2. Explain the spy cases of Alger Hiss and the Rosenbergs. 3. Describe the efforts of Joseph McCarthy.	Read, discuss and debate the Red Scare and McCarthyism. Contrast w/ Arthur Miller's play <i>The Crucible</i>	Debate	1 Class Period

Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Stds/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1.2.12.A.5.a 6.1.12.C.12.a 6.2.12.B.5.a 6.2.12.B.5.b		Cold War events during the Eisenhower administration	1. Explain the policy of "brinkmanship". 2. Describe the US and Soviet actions that caused the Cold War to spread around the world. 3. Summarize the impact of Sputnik and the U2 incident on the US.	Independent Reading Activity	Worksheet "Two Nations on the Edge"	1 class period
6.1.12.A.12.a 6.2.12.A.5.a 6.2.12.B.5.a 6.2.12.B.5.b		Suez Crisis, Eisenhower Doctrine, Sputnik, U2 Incident	Elaborate, discuss, review and expound on the content of the previous day's lesson	Notes/Lecture	Discussion/Notebook check	1 class period
6.1.1.2.A.15.a 6.1.12.A.15.b 6.1.12.A.15.c 6.1.1.12.A.15.d 6.1.12.A.15.e 6.112.A.16.a 6.1.12.A.14.h 6.1.12.A.14.b 6.1.12.D.12.b 6.1.12.D.14.e 6.1.12.A.15.f 6.1.12.D.14.a 6.2.12.A.5.a 6.2.12.A.5.b 6.2.12.B.5.a 6.2.12.B.5.b 6.2.12.A.6.a W12.5.a-e W12.2.a-g W12.4		The terms and concepts of the unit	Identify and Explain the key terms and concepts of the unit and write an argumentative essay	Test/ Essay "Was the US justified in fighting the Korean War?"	Test/Essay	1 class period



2011-2012

Course: US II CB

Unit: Cold War Part 2

ENDURING UNDERSTANDINGS

- Television increased the influence of media to deliver news and shape public opinion.
- Kennedy and Johnson's domestic policies expanded the policies of the New Deal regarding aid to alleviate poverty and extend medical benefits.
- The Kennedy and Johnson administrations responded to Communist expansion with political, economic and military actions.
- To stop the spread of communism in Southeast Asia, the U.S used its military to support South Vietnam
- The American military in Vietnam encountered a well prepared, disciplined adversary that used guerilla tactics that which thwarted American conventional military tactics.
- Military action in Vietnam influenced social, political, and cultural changes in the United States.
- U.S. involvement in Vietnam led to distrust and disunity among the American people that still have political implications today.

ESSENTIAL QUESTIONS

- When is war justified?
- How and when should political ideology be defended?
- How can a conventional military force respond to a generally popular guerilla campaign?
- What is the domestic effect of military action?
- How does the media influence public perception?

<b>Social Studies Core Curriculum Standards/CPI's</b>	<b>Career Ed, Consumer, Family Life Skills Stds/CPI's</b>	<b>Content</b>	<b>Instructional Objectives</b>	<b>Activities</b>	<b>Assessment</b>	<b>Suggested Timeframe</b>
6.1.12.A.12.a 6.1.12.A.12.b 6.1.12.D.12.e 6.1.12.D.12.d 6.1.12.B.13.a		Major events of the JFK presidency	1. Identify the factors that contributed to JFK's election in 1960. 2. Summarize the crises that developed over Cuba. 3. Show how Berlin symbolized the Cold War tensions of the early '60's. 4. Describe the New Frontier and the JFK assassination.	Independent reading assignment	Worksheet "Kennedy and the Cold War"	2 class periods

Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Std's/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1.12.A.12.a 6.2.12.A.5.b 6.2.12.C.5.c 6.2.12.A.6.a		Bay of Pigs Invasion, Cuban Missile Crisis, Berlin Wall, JFK Assassination	Review/expound upon and analyze the aforementioned concepts.	Lecture/notes/discussion	Discussion/notebook check	2 class periods
6.1.12.D.12.a 6.1.12.D.12.d 6.1.12.D.12.e		Origins of the Conflict in Vietnam and early US involvement	1. Summarize Vietnam's history as a French colony and the struggle for independence. 2. Examine how the US became involved in the Vietnam conflict. 3. Describe the expansion of US military involvement.	Small group jig-sawing activity	Group packet "Moving Toward Conflict"	1 class period
6.1.12.D.14.a 6.1.12.D.12.a 6.1.12.D.12.d 6.1.12.D.12.e 6.1.12.A.15.c 6.1.12.A.15.e		Escalation of American involvement	1. Explain the reasons for the escalation of US involvement in Vietnam. 2. Describe the military tactics and weapons of the Vietcong and the US forces. 3. Explain the impact of the war on American society.	Guided Reading assignment	Worksheet "US Involvement and Escalation"	1 class period

Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Std's/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1.12.A.12.b 6.1.12.D.15.b 6.1.12.D.12.d 6.1.12.D.12.e 6.2.12.A.5.b		Dissent on the home front	<ol style="list-style-type: none"> <li>1. Explain the draft policies that led to the Vietnam War becoming a working class war.</li> <li>2. Trace the roots of opposition to the war.</li> <li>3. Describe the antiwar movement and the growing divisions in US public opinion about the war.</li> <li>4. Describe the Tet Offensive and its effects on American opinion.</li> <li>5. Describe the domestic turmoil and the election of 1968.</li> </ol>	Group reading/discussion	Analysis/evaluation of dissent over the Vietnam War.	1 class period
6.1.12.A.12.a 6.1.12.A.12.b 6.1.12.D.12.d 6.1.12.D.12.e 6.2.12.A.5.d		American Withdrawal and Legacy of the Vietnam conflict	<ol style="list-style-type: none"> <li>1. Describe "Vietnamization".</li> <li>2. Explain the public's reaction to the war during the Nixon years.</li> <li>3. Trace the end of US involvement and final outcome in Vietnam.</li> <li>4. Examine the war's painful legacy in America and S.E. Asia.</li> </ol>	Independent reading/guided practice	Packet "The End of the War and Its Legacy"	1 class period
6.1.12.A.12.a 6.2.12.A.5.b 6.2.12.C.5.c 6.2.12.A.6.a		The Vietnam War	Review/expound upon and analyze the events of the Vietnam War and the dissent at home.	Lecture/notes/discussion	Discussion/notebook check	1 class period

Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Std's/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1.12.A.12.a 6.1.12.A.12.b 6.1.12.D.12.e 6.1.12.D.12.d 6.1.12.B.13.a 6.1.12.A.12.a 6.2.12.A.5.b 6.2.12.C.5.c 6.2.6.2.12.A.6.a 6.1.12.D.12.a 6.1.12.D.12.d 6.1.12.D.12.e W12.5.a-e W12.2.a-g W12.4		Events from 1960 through Vietnam	Students will be able to display an understanding of the terms and concepts of the unit and write an argumentative essay on Vietnam.	Test/ Essay: "Was the United States justified in fighting in Vietnam?"	Test/Essay	1 double class period.

**2011-2012**

**Course:** US II CB

**Unit:** The Civil Rights Movement

ENDURING UNDERSTANDINGS

- Political and social activism, along with Supreme Court decisions, advanced equal rights for African Americans and led to other movements for equality.
- Presidents Kennedy and Johnson made Civil Rights a priority in their administrations
- The United States Supreme Court was active in the advancement of equality for minorities in the 1960's and 1970's
- The Civil Rights Movement developed from nonviolent demonstrations and protests to violence and force.

ESSENTIAL QUESTIONS

- What rights are worth fighting for?
- How does a nation protect the rights of its citizens?
- What is the difference between liberty and equality?
- How do citizens effectively create change?
- What is the role of the Supreme Court in advocating equality for citizens?
- What is the responsibility of the state and federal government to ensure that rights are protected?

Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Std's/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
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		Foundations of the Civil Rights Movement through 1955.	<ol style="list-style-type: none"> <li>1. Explain how legalized segregation deprived African-Americans of their rights.</li> <li>2. Describe the NAACP's legal challenge to the Plessy v. Ferguson decision.</li> <li>3. Describe the reaction to the decision of Brown v. the Board of Education.</li> <li>4. Describe the Montgomery Bus Boycott.</li> <li>5. Explain the philosophy of Dr. Martin Luther King Jr.</li> </ol>	Read section in book, analyzed and discuss Jim Crow laws and the efforts to outlaw them.	Discussion of Reading	1 class period
6.1.12.A.13.c 6.1.12.A.13.d 6.1.12.C.13.a 6.1.12.D.13.a 6.1.12.D.13.b 6.1.12.A.14.b		Events that led to the passing of the Civil Rights Acts and Voting Rights Act	<ol style="list-style-type: none"> <li>1. Identify the goal of the Freedom Riders.</li> <li>2. Explain how civil rights activism forced JFK to act against segregation.</li> <li>3. State the motives behind the 1963 march to Washington.</li> <li>4. Describe how civil rights organizations tried to secure passage of a voting rights act.</li> </ol>	Independent Reading activity	Worksheet/Cause-Effect-Result chart	1 class period

Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Std's/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1.12.B.13.a 6.1.12.D.13.b 6.1.12.A.13.d		Militant aspects of the moment that emerged in the late 60-70s	<ol style="list-style-type: none"> <li>1. Compare segregation in the N. with segregation in the S.</li> <li>2. Name the leaders who shaped the Black Power movement.</li> <li>3. Describe the reaction to the assassination of MLK.</li> <li>4. Summarize the accomplishments of the Civil Rights Movement.</li> </ol>	Independent reading of section, small groups will compare and contrast the various groups fighting for civil rights and categorize them as non-violent or militant.	Chart created by students	1 class period
6.1.12.A.13.c 6.1.12.A.13.d 6.1.12.C.13.a 6.1.12.D.13.a 6.1.12.D.13.b 6.1.12.A.13.d 6.1.12.D.13.b 6.1.12.A.14.b		Events and ideals of the Civil Rights Movement	Elaborate, expound, and discuss the major events and people of the unit.	Lecture/note taking/discussion	Discussion/notebook check	1 class period
6.1.12.B.14.c 6.1.12.C.14.a 6.1.12.C.15.b 6.1.12.D.16.c 6.1.12.B.14.c		LBJ's "Great Society"	<ol style="list-style-type: none"> <li>1. Describe the political experience, ambition, and drive that led LBJ to the White House.</li> <li>2. Explain LBJ's efforts to pass JFK's civil rights and tax cuts bills.</li> <li>3. Summarize the goals of the Great Society.</li> <li>4. Identify the reforms of the Warren Court.</li> <li>5. Evaluate the impact of Great Society programs.</li> </ol>	Guided reading activity	Worksheet "Great Society-War on Poverty"/evaluation of Great Society programs	1 class period

Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Std's/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1.12.A.13.c 6.1.12.A.13.d 6.1.12.C.13.a 6.1.12.D.13.a 6.1.12.D.13.b 6.1.12.A.13.d 6.1.12.D.13.b 6.1.12.A.14.b 6.1.12.B.14.c 6.1.12.C.14.a 6.1.12.C.15.b 6.1.12.D.16.c 6.1.12.B.14.c W12.5.a-e W12.2.a-g W12.4		The Civil Rights Movement	Students will assess their understanding of the unit's content and concepts. Including planning their ideas for an argumentative essay.	Portfolio based Review Sheet	Review Sheet	3 Class Periods
6.1.12.A.13.c 6.1.12.A.13.d 6.1.12.C.13.a 6.1.12.D.13.a 6.1.12.D.13.b 6.1.12.A.13.d 6.1.12.D.13.b 6.1.12.A.14.b 6.1.12.B.14.c 6.1.12.C.14.a 6.1.12.C.15.b 6.1.12.D.16.c 6.1.12.B.14.c W12.5.a-e W12.2.a-g W12.4		The Civil Rights Movement	Students will demonstrate mastery of the unit's content and concepts. Including express their ideas in an argumentative essay.	Test Essay "Who had the better method for trying to attain Civil Rights, Martin Luther King Jr. or Malcolm X?"	Test/Essay	1 double class period



**2011-2012**

**Course:** US II CB

**Unit:** The Modern Era

ENDURING UNDERSTANDINGS

- President Nixon tried to steer the country in a conservative direction.
- The 1970s economic crisis created a debate among political parties on how to address the economic concerns of the nation
- President Nixon's administration success in foreign policy resulted in the end of the Vietnam conflict, and the recognition of Communist China.
- The media played a crucial role in unveiling the corruption regarding the Watergate break-in, campaign finance violations and the subsequent cover-up of these events.
- President Nixon's involvement in the Watergate scandal forced him to resign from office.
- President Reagan's conservative policies were intended to decrease the role of the federal government.
- The central focus of foreign policy during the 1980s was to stop the spread of communism in the Western Hemisphere through military buildup and support of anti-communist regimes.
- 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.
- The reasons President Clinton was impeached.
- Operation Desert Storm.
- The war on terror has dominated the policies, both domestic and foreign throughout the 1990s and 2000's.

ESSENTIAL QUESTIONS

- How can the President Influence public perception and public policy?
- What is appropriate role of government in individual lives?
- What qualities make an effective leader?
- What is role of government and society to be involved in private enterprise?
- What are the considerations of a change in foreign policy over time?
- What is the role of the media to foster a political ideology?
- What is appropriate role of government in individual lives?
- When should a country attempt to influence the policies of another country?
- What are the considerations of a nation in conducting its foreign policies?
- Were the ground for the impeachment of President Clinton justified?
- Were America's reasons for going to war in 1991 justified?
- What is the goal of an act of terror?
- Were America's reasons for going to war post 9/11 justified?

<b>Social Studies Core Curriculum Standards/CPI's</b>	<b>Career Ed, Consumer, Family Life Skills Stds/CPI's</b>	<b>Content</b>	<b>Instructional Objectives</b>	<b>Activities</b>	<b>Assessment</b>	<b>Suggested Timeframe</b>
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Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Std's/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1.12.A.15.b 6.1.12.A.15.c 6.1.12.A.16.a 6.1.12.A.16.c 6.1.12.B.16.a		Nixon's Foreign Policy Successes and Downfall w/ Watergate	<ol style="list-style-type: none"> <li>1. Summarize Nixon's plans to lead the US on a more conservative course.</li> <li>2. Explain the importance of Nixon's visits to China and the USSR.</li> <li>3. Summarize why the Watergate burglary occurred and why the Nixon administration covered it up.</li> <li>4. Describe how the Watergate cover-up unraveled.</li> <li>5. Explain why a house committee voted to impeach Nixon and the effects Watergate had on the country.</li> </ol>	Independent reading assignment	Worksheet "The Nixon Administration"	1 class period
6.1.12.A.15.b 6.1.12.A.15.c 6.1.12.A.16.a 6.1.12.A.16.c 6.1.12.B.16.a		The Nixon Presidency	Review, Expound and Elaborate upon the previous day's content.	Lecture/notes/discussion	Discussion/Notebook check	1 class period
6.1.12.A.15.b 6.1.12.B.16.a		1976-1980	<ol style="list-style-type: none"> <li>1. Describe and evaluate Ford's WIN program</li> <li>2. Explain Carter's victory in '76</li> <li>3. Evaluate Carter's foreign policy.</li> </ol>	Group Jig-sawing activity	Packet "The Ford/Carter Years"	1 class period

Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Std's/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1.12.A.15.b 6.1.12.B.16.a		Domestic and International events 1976-1980	Review, Expound and Elaborate upon the events of the Ford and Carter years.	Lecture/note taking./Discussion	Discussion/notebook check	1 class period
6.1.12.A.15.a 6.1.12.A.15.b 6.1.12.B.16.a		Events of the Reagan/Bush Presidencies	1. Describe and evaluate "Reganomics" 2. Describe how Regan/Bush and Gorbachev brought an end to the Cold War. 3. Describe Operation Desert Storm	Guided practice	Worksheet "Reagan/Bush Years"	1 class period
6.1.12.A.15.a 6.1.12.A.15.b 6.1.12.B.16.a		Events of the 80s and early 90s	Review, Expound and Elaborate upon the events of the Reagan/George H.W. Bush years.	Lecture/notes/discussion	Discussion/notebook check	1 class period
6.1.12.A.15.b 6.1.12.A.15.c 6.1.12.A.16.a 6.1.12.A.16.c 6.1.12.B.16.a		Clinton Impeachment	Students will be able to outline the events that led to the impeachment of President Clinton	Lecture/notes/discussion	Discussion/notebook check	1 class period
6.1.12.D.15.b 6.1.12.D.15.c 6.1.12.D.15.d		Terrorism in the US	Students will be able to comprehend terrorists' motivations in the Oklahoma City bombing and 9/11 attacks and the impact these events had upon the US.	Lecture/Notes	Notebook Check	1 Class period

Social Studies Core Curriculum Standards/CPI's	Career Ed, Consumer, Family Life Skills Std's/CPI's	Content	Instructional Objectives	Activities	Assessment	Suggested Timeframe
6.1.12.A.15.a 6.1.12.A.15.b 6.1.12.B.16.a W12.5.a-e W12.2.a-g W12.4		Unit Review	Students will be able to check/reinforce their understanding of the unit's content.	Portfolio based review sheet.	Review sheet	3 Class periods
6.1.12.A.15.a 6.1.12.A.15.b 6.1.12.B.16.a W12.5.a-e W12.2.a-g W12.4		The Modern Era	Students will be able to demonstrate their understanding of the Unit's content.	Test Essay: "Was the US justified in conducting Operation Desert Storm?"	Test/Essay	1 double period