

Southern Regional High School District Course of Study

Department: Social Studies

Course Title: U.S. History II Advanced - Course #4320

Essential Questions of the Course:

- 1. What are the essential principles of American Democracy?**
- 2. How has America become a world leader?**
- 3. How has geography affected the development of the United States?**
- 4. What are the social and cultural values of the people of the United States?**
- 5. How has economics and/or technology affected the development of the United States?**

Assessments:

- 1. The students will create maps showing the development of America over the last three hundred years.**
- 2. The students will discuss and evaluate the key contributions of the major individuals and documents of American democracy.**
- 3. The students will analyze the evolution of economic and technological development that enabled the United States to become a world leader.**
- 4. The students will compare and contrast the advantages and disadvantages of cultural diversity in American society.**

Unit of Study

Unit Title: Foreign Policy-From Isolationism to War 1920-1945
Unit VII

Essential Questions of the Unit:

- 1. What political factors led Germany and the United States to respond differently to their economic crises?**
- 2. How did the theaters of operations of WWII reflect the global interests of the United States?**
- 3. What conditions in society allowed the Holocaust to occur?**
- 4. What was the political, social, economic and cultural impact of WWII on the home front?**

Assessments:

- 1. Students will construct a map of the major theaters of operations including battle lines and dates of important events.**
- 2. Students will compare the Holocaust with contemporary accounts of genocide and/or ethnic cleansing. (Group presentation with relevant contemporary examples)**
- 3. Students will debate the necessity of the use of the bomb. (Essay-position paper)**
- 4. Students will participate in an activity “Making Sense of Dropping the Bomb.” In this activity, they will be placed in the role of policy maker in July of 1945, grappling with the issues surrounding the use of the Atomic Bomb.**

Content:

- **Foreign Policy**
 - 1920s
 - 1930s
- **Rise of Totalitarian States**
 - Europe
 - Asia
- **Definition/Nature of Totalitarianism**
- **World War II**
 - Cause and Effect
 - Theaters of War
- **Holocaust-Historical Background to WWII Nazi Views**
- **Rise of Atomic Age**
- **Civil Rights**
 - Military
 - Japanese-Americans
 - African-Americans
- **Impact of War at Home**
 - Changes in Domestic Society
 - Women
 - African-Americans
 - Industry

Skills:

- 1. The students will be able to identify the aggressive nations of Europe and Asia and their leaders.**
- 2. The students will be able to judge when a nation's actions are leading toward genocide/ethnic cleansing.**
- 3. The students will analyze documents of American policies and write interpretations of their meanings.**

Purpose / Rationale of the unit:

The two topics of isolationism and war provide students with important insights into the nation's changing role in the world—one of the major themes in the study of United States history. Students cannot understand the role of the United States as a world superpower today without a firm understanding of the causes and results of World War II and the subsequent political, economic, and social impact on the nation.

New Jersey Core Curriculum Content Standards:

STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.

1. Analyze how historical events shape the modern world.
2. Formulate questions and hypotheses from multiple perspectives, using multiple sources.
3. Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
4. Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
5. Evaluate current issues, events, or themes and trace their evolution through historical periods.
6. Apply problem-solving skills to national, state, or local issues and propose reasoned solutions.
7. Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.
8. Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.

STANDARD 6.2 (Civics) All students will know, understand, and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

A. Civic Life, Politics, and Government

6. Evaluate ways that national political parties influence the development of public policies and political platforms, including political action committees, McCain-Feingold Act, platform committees, and political campaigns.
7. Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper and television polls) and how public opinion can be influenced by the government and the media.

B. American Values and Principles

4. Discuss how a common and shared American civic culture is based on commitment to central ideas in founding-era documents (e.g., United States Constitution) and in core documents of subsequent periods of United States history (e.g., Washington's Farewell Address; Seneca Falls Declaration of Sentiments and Resolutions-1848; The Gettysburg Address; President Franklin Roosevelt's "Four Freedoms" speech -1941; President Kennedy's Inaugural Address-1961; the 17th, 19th, and 24th Amendments; Martin Luther King Jr.'s "I Have a Dream" speech and the "Letter from Birmingham Jail").
6. Explore the importance and presence of voluntarism and philanthropy in America and examine the role of local, state, national, and international organizations such as the American Red Cross, the Salvation Army, and the Rotary.

Time Frame of Unit: 6 weeks

New Jersey Core Curriculum Content Standards:

C. The Constitution and American Democracy

2. Analyze, through current and historical examples and Supreme Court cases, the scope of governmental power and how the constitutional distribution of responsibilities seeks to prevent the abuse of that power.

D. Citizenship

2. Compare and contrast the rights and responsibilities of government and its citizens as delineated in the United States Constitution, the New Jersey Constitution of 1947, and the United Nations' Universal Declaration of Human Rights.

E. International Education: Global Challenges, Cultures, and Connections

1. Compare and contrast key past and present United States foreign policy actions (e.g., diplomacy, economic aid, humanitarian aid, military aid) and positions (e.g., treaties, sanctions, interventions) and evaluate their consequences.
2. Analyze and evaluate United States foreign policy actions and positions, including the Monroe Doctrine, the Mexican Cession, the Truman Doctrine, the Cold War, the world-wide struggle against terrorism, and the Iraq War.
3. Describe how the world is organized politically into nation-states and alliances and how these interact with one another through organizations such as the European Union, North Atlantic Treaty Organization (NATO), the United Nations, the World Court, and the Group of Seven Industrialized Nations (G7).
4. Analyze and evaluate the interconnections of local, regional, and national issues with global challenges and issues, and recommend possible solutions.
5. Discuss how global interconnections can have both positive and negative consequences (e.g., international companies, transfer of jobs to foreign plants, international security and access to transportation).
9. Discuss the impact of technology, migration, the economy, politics, and urbanization on culture.
10. Compare and contrast common social and behavioral practices in various cultures (e.g., birth, marriage, death, gender issues, family structure, health issues).
11. Participate in activities that foster understanding and appreciation for diverse cultures (e.g., world language instruction, student exchange, clubs, international forums, community service, speaker programs, arts, sports).
14. Connect the concept of universal human rights to world events and issues.
15. Compare and contrast current and past genocidal acts and other acts of hatred and violence for the purposes of subjugation and exploitation (e.g., Holocaust, Native Americans, Irish famine, Armenia, Ukrainian collectivization, Cambodia, Rwanda) and discuss present and future actions by individuals and governments to prevent the reoccurrence of such events.

STANDARD 6.3 (World History) All students will demonstrate knowledge of world history in order to understand life and events in the past and how they relate to the present and future.

F. The Era of the Great Wars (1914-1945)

2. Analyze the background and global consequences of actions leading to World War II, including:
 - The fall of the democratic Weimar Republic and the rise of Nazism and European anti-Semitism resulting in the Holocaust and its impact on Jewish life and culture and European society.

New Jersey Core Curriculum Content Standards:

STANDARD 6.4 (United States and New Jersey History) All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.

J. The Great Depression and World War II (1929-1945)

1. Explain the economic impact of the Hawley-Smoot Tariff (1930).
2. Describe how the Great Depression and the New Deal of Franklin D. Roosevelt transformed America, including the growth of the federal government, the rise of the Welfare State, and industrial unionism.
3. Analyze how the Great Depression and the New Deal transformed New Jersey, including Work Progress Administration (WPA) projects in New Jersey, the Jersey Homesteads, and New Deal projects.
4. Discuss how the Depression contributed to the development of Social Security, the National Labor Relations Board (NLRB), and the Federal Deposit Insurance Corporation (FDIC).
5. Compare and contrast key events and people involved with the causes, course, and consequences of World War II, including:
 - Axis Powers
 - Allied Forces
 - Pearl Harbor
 - Battle of Midway
 - D-Day Invasion
 - Yalta Conference
 - Potsdam Conference
 - Douglas MacArthur
 - Dwight Eisenhower
 - George Marshall
 - Winston Churchill
 - J. Robert Oppenheimer and the Manhattan Project
 - Franklin D. Roosevelt
 - Harry Truman
 - Joseph Stalin and the role of the USSR
6. Describe the political background leading to American involvement in World War II, the course of the war in Europe and Asia, the mobilization and African Americans into the military and related industries, the segregated military, the use of the Atom Bomb, and the founding of the United Nations.
7. Describe New Jersey's role in World War II, including:
 - The recruitment of Japanese-Americans from wartime detention camps to work at Seabrook Farm
 - The role of women in defense industries
 - Key military installations in New Jersey
 - The role of the Battleship New Jersey
 - The contributions of Albert Einstein

New Jersey Core Curriculum Content Standards:

STANDARD 6.5 (Economics) All students will acquire an understanding of key economic principles.

A. Economic Literacy

6. Analyze federal and state budgets, and discuss the proportional share of government spending to major elements such as education, social programs, public safety, military, foreign aid, and welfare.
8. Define basic terms associated with international trade such as imports, exports, quotas, embargoes, tariffs, and free trade.
10. Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries

B. Economics and Society

2. Evaluate international trade principles and policies.
3. Analyze labor and environmental issues affecting American citizens raised by economic globalization and free trade pacts.
5. Analyze the importance of economic issues to politics and be able to distinguish the economic views of different political parties.

STANDARD 6.6 (Geography) All students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.

A. The World in Spatial Terms

2. Use maps of physical and human characteristics of the world to answer complex geographical questions.
3. Analyze, explain, and solve geographical problems using maps, supporting technologies, and other graphical representations.
5. Apply spatial thinking to understand the interrelationship of history, geography economics, and the environment, including domestic and international migrations, changing environmental preferences and settlement patterns, and frictions between population groups.

B. Places and Regions

3. Analyze why places and regions are important factors to individual and social identity.

D. Human Systems

5. Analyze how cooperation and conflict influence the control of economic, political, and social entities on Earth.

E. Environment and Society

4. Compare and contrast the historical movement patterns of people and goods in the world, United States, and New Jersey and analyze the basis for increasing global interdependence.
5. Evaluate policies and programs related to the use of local, national and global resources.
7. Describe how and why historical and cultural knowledge can help to improve present and future environmental maintenance.
8. Delineate and evaluate the environmental impact of technological change in human history (e.g., printing press, electricity and electronics, automobiles, computer, and medical technology).

Instructional Activities:

World War II

Maps of World War II theaters of war in Europe and Pacific—classroom discussion.

“World War II terminology” – handout, group research and oral presentations.

Crossword Puzzles – World War II – extra credit.

“Rise of Dictators” – section of video and discussion.

“American Events” – timelines

Atomic Bomb – Should We Have Dropped the Bomb?

“Values of War” – handout with anticipatory set.

“Making Sense of the Dropping of the Bomb”-cooperative group activity investigating the options to President Truman (Choices Education Project)

Holocaust

Readings – “The Third Wave”, “My Name is Adolf Eichmann,” “The Ghettos”,

“The Mayor’s Choice”, “Germans Mark 60 years since Kristollnacht.”

“Researching Key Elements of the Holocaust” – Cooperative group activity.

Impact of World War II At Home

Readings – World War II’s Impact on Mankind – Overhead discussion with handout (Think Pair Share then discussion.)

Materials and Resources:

Textbook: The History of the United States – Boorstin/Kelley – Ch. 28

Cold War (CNN, Vol.I)

Post-War USA VC002

Survivors – Holocaust – Rm 115 – Caldwell

D-Day to Victory in Europe – Blockbusters

Changing Face of America – Videos VC776, VC777

The Problems of Peace – VC778

Music of the ‘40s

Unit of Study

Unit Title: The Cold War (1945-1963) – Unit VIII

Essential Questions of the Unit:

- 1. What were the geopolitical changes in the postwar period in the world?**
- 2. How did America, with its isolationist values, emerge as a world power?**
- 3. How did the Cold War become a “hot” war in Korea?**

Assessments:

- 1. Students will create a map illustrating the geopolitical situation of the post-World War II world.**
- 2. Students will discuss the policy of containment as it applied to the problems confronting the United States during the Cold War period.**
- 3. Students will construct a map and interpret the success of United Nations strategy in carrying out its goals in Korea.**
- 4. Students will analyze the controversy between President Truman/General MacArthur’s viewpoints in the Korean Conflict. They will write an essay addressing the following:**
 - The goals of “limited war” in Korea.**
 - General MacArthur’s assurances concerning the involvement of China and the consequences of China entering the conflict.**

Content:

- **Background of Cold War in Europe**
 - **Marshall Plan**
 - **Truman Doctrine**
 - **Presence of Soviets**
 - **Map of Europe**

- **Bipolar World**
 - **Democracy vs. Communism**

- **Hot Times in Cold War**
 - **Berlin Airlift**
 - **Korean War**
 - **Southeast Asian Conflicts**
 - **Bay of Pigs**
 - **Berlin Wall**
 - **Cuban Missile Crisis**

- **Spies and CIA**

- **Competition with Soviets**
 - **Economic**
 - **Social**
 - **Military**
 - **Space**

Skills:

1. The students will be able to identify the main goals of the superpowers in the postwar period and to explain why those goals were in conflict.
2. The students will be able to list the problems confronting the United States from 1945-1963 in Europe, Asia, Middle East, Latin America and their solutions.

Purpose / Rationale of the unit:

The conclusion of World War II left the United States as the most powerful nation on earth, and yet the country was uneasy with its sudden prominence in world affairs. This unit engages students in the national debate on the U.S. role in the world during the era of the Cold War. It is important for students to explore the challenges to the country in this critical historical junction.

New Jersey Core Curriculum Content Standards:

STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.

1. Analyze how historical events shape the modern world.
2. Formulate questions and hypotheses from multiple perspectives, using multiple sources.
3. Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
4. Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
5. Evaluate current issues, events, or themes and trace their evolution through historical periods.
6. Apply problem-solving skills to national, state, or local issues and propose reasoned solutions.
7. Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.

6 STANDARD 6.2 (Civics) All students will know, understand, and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

A. Civic Life, Politics, and Government

3. Analyze how individual responsibility and commitment to law are related to the stability of American society.
5. Discuss how participation in civic and political life can contribute to the attainment of individual and public good.

B. American Values and Principles

4. Discuss how a common and shared American civic culture is based on commitment to central ideas in founding-era documents (e.g., United States Constitution) and in core documents of subsequent periods of United States history (e.g., Washington's Farewell Address; Seneca Falls Declaration of Sentiments and Resolutions-1848; The Gettysburg Address; President Franklin Roosevelt's "Four Freedoms" speech -1941; President Kennedy's Inaugural Address-1961; the 17th, 19th, and 24th Amendments; Martin Luther King Jr.'s "I Have a Dream" speech and the "Letter from Birmingham Jail").
5. Analyze the successes of American society and disparities between American ideals and reality in American political, social, and economic life and suggest ways to address them (e.g., rights of minorities, women, physically and mentally challenged individuals, foreign born individuals).

Time Frame of Unit: 6 weeks

New Jersey Core Curriculum Content Standards:

C. The Constitution and American Democracy

1. Debate current issues and controversies involving the central ideas of the American constitutional system, including representative government (e.g., Electoral College and the popular vote), civic virtue (e.g., increasing voter turnout through registrations and campaigns), checks and balances, and limits on governmental power.
2. Analyze, through current and historical examples and Supreme Court cases, the scope of governmental power and how the constitutional distribution of responsibilities seeks to prevent the abuse of that power.
3. Compare the American system of representative government with systems in other democracies such as the parliamentary systems in England and France.
5. Describe the nature of political parties in America and how they reflect the spectrum of political views on current state and federal policy issues.

D. Citizenship

1. Evaluate the characteristics needed for effective participation in civic and political life.
2. Compare and contrast the rights and responsibilities of government and its citizens as delineated in the United States Constitution, the New Jersey Constitution of 1947, and the United Nations' Universal Declaration of Human Rights.
3. Compare and contrast the benefits of American citizenship (e.g., habeas corpus, secret ballots, freedom of movement and expression) with those of citizens of other nations, including democratic and non-democratic countries.
4. Recommend ways that citizens can use knowledge of state or federal government policies and decision-making processes to influence the formation, development, or implementation of current public policy issues (e.g., First Amendment right to petition for redress of grievances).
5. Discuss how citizens can participate in the political process at the local, state, or national level (e.g., registering to vote, voting, attending meetings, contacting a representative, demonstrating, petitions, boycotting) and analyze how these forms of political participation influence public policy.

E. International Education: Global Challenges, Cultures, and Connections

1. Compare and contrast key past and present United States foreign policy actions (e.g., diplomacy, economic aid, humanitarian aid, military aid) and positions (e.g., treaties, sanctions, interventions) and evaluate their consequences.
2. Analyze and evaluate United States foreign policy actions and positions, including the Monroe Doctrine, the Mexican Cession, the Truman Doctrine, the Cold War, the world-wide struggle against terrorism, and the Iraq War.
3. Describe how the world is organized politically into nation-states and alliances and how these interact with one another through organizations such as the European Union, North Atlantic Treaty Organization (NATO), the United Nations, the World Court, and the Group of Seven Industrialized Nations (G7).
4. Analyze and evaluate the interconnections of local, regional, and national issues with global challenges and issues, and recommend possible solutions.
7. Participate in events to acquire understanding of complex global problems (e.g., Model United Nations, international simulations, field trips to government sites).
8. Justify an opinion or idea about a global issue while showing respect for divergent viewpoints.
9. Discuss the impact of technology, migration, the economy, politics, and urbanization on culture.
12. Analyze the impact of communication networks, technology, transportation, and international business on global issues.

New Jersey Core Curriculum Content Standards:

STANDARD 6.4 (United States and New Jersey History) All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.

J. The Great Depression and World War II (1929-1945)

5. Compare and contrast key events and people involved with the causes, course, and consequences of World War II, including:

- Axis Powers
- Allied Forces
- Pearl Harbor
- Battle of Midway
- D-Day Invasion
- Yalta Conference
- Potsdam Conference
- Douglas MacArthur
- Dwight Eisenhower
- George Marshall
- Winston Churchill
- J. Robert Oppenheimer and the Manhattan Project
- Franklin D. Roosevelt
- Harry Truman
- Joseph Stalin and the role of the USSR

K. Postwar Years (1945-1970s)

1. Discuss how American policies following World War II developed as a result of the failures experienced and lessons learned after World War I.
2. Explain changes in the post war society of the United States and New Jersey, including the impact of television, the interstate highway system, the growth of the suburbs, and the democratization of education.
4. Analyze United States foreign policy during the Cold War period, including US/USSR relations, United States reaction to the Soviet subjugation of Eastern Europe, the Truman Doctrine, the Marshall Plan, the Korean and Vietnam Wars, and relations with China.
5. Analyze political trends in post war America, including major United States Supreme Court decisions and the administrations of Harry Truman, Dwight D. Eisenhower, John F. Kennedy, and Lyndon B. Johnson.

STANDARD 6.5 (Economics) All students will acquire an understanding of key economic principles.

A. Economic Literacy

3. Explain and interpret basic economic indicators, including Gross Domestic Product (GDP), Consumer Price Index (CPI) the rate of economic growth, the poverty rate, the deficit and national debt, and the trade deficit.
6. Analyze federal and state budgets, and discuss the proportional share of government spending to major elements such as education, social programs, public safety, military, foreign aid, and welfare.
8. Define basic terms associated with international trade such as imports, exports, quotas, embargoes, tariffs, and free trade.

New Jersey Core Curriculum Content Standards:

B. Economics and Society

2. Evaluate international trade principles and policies.
4. Discuss the value and role of free and fair competition versus the social need for cooperation and how business, industry, and government try to reconcile these goals.
9. Describe how clearly defined and enforced property rights (e.g., copyright laws, patents) are essential to a market economy.

STANDARD 6.6 (Geography) All students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.

A. The World in Spatial Terms

2. Use maps of physical and human characteristics of the world to answer complex geographical questions.
3. Analyze, explain, and solve geographical problems using maps, supporting technologies, and other graphical representations.
5. Apply spatial thinking to understand the interrelationship of history, geography economics, and the environment, including domestic and international migrations, changing environmental preferences and settlement patterns, and frictions between population groups.

B. Places and Regions

3. Analyze why places and regions are important factors to individual and social identity.

E. Environment and Society

6. Analyze the human need for respect for and informed management of all resources (sustainability), including human populations, energy, air, land, and water to insure that the earth will support future generations.

Unit of Study

Unit Title: The Postwar Domestic Situation 1945-1960
Unit IX

Essential Questions of the Unit:

1. How did the Cold War undermine individual liberties?
2. How did postwar prosperity influence American culture in the 1950s?

Assessments:

1. Students will judge the positive and negative aspects of the domestic policies of the Truman and Eisenhower administrations.
 - Students will complete research and presentations on seven topics entitled “Spying and the Red Scare.”
 - Students will write a reflective essay, after the presentations have been completed, characterizing this period.
2. Students will critique the social, cultural, and economic milieu of the post-World War II period by:
 - Reading a selection from David Halberstram’s *The Fifties* and describing the lifestyle of the period.
 - Identifying the topics in a topic outline of the events of the “African-American Civil Rights Movement” handout.

Content:

- **Demobilization**
- **Rebuilding of Industry**
- **Labor Strife**
- **Social Impact of War on:**
 - Women**
 - African-Americans**
 - Veterans**
 - Family Structure - “Baby Boom”**
- **“Guns to Butter”**
- **‘50s and Ike**
- **Rise of Second Red Scare**
- **Individual Rights (national security)**
- **Bomb Shelters**

Skills:

1. The students will be able to analyze the Cold War fears that promoted the hysteria of McCarthyism.
2. The students will be able to evaluate the effects of the postwar transition to a peacetime economy.

Purpose / Rationale of the unit:

This period deserves study for the economic transformations continuing at home, and the deep social and cultural changes that the war had either originated or accelerated. Like the 1920s, the period after World War II saw widespread alterations of human expectations. New technologies, new products, new amusements, and new patterns of production and consumption emerged. Unlike the 1920s, prosperity was more widely enjoyed and the good times lasted. Students need to understand the reasons for this contrast and why certain segments of the population did not fully share in this new prosperity.

New Jersey Core Curriculum Content Standards:

STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.

1. Analyze how historical events shape the modern world.
2. Formulate questions and hypotheses from multiple perspectives, using multiple sources.
3. Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
4. Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
5. Evaluate current issues, events, or themes and trace their evolution through historical periods.
6. Apply problem-solving skills to national, state, or local issues and propose reasoned solutions.
7. Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.

STANDARD 6.2 (Civics) All students will know, understand, and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

A. Civic Life, Politics, and Government

1. Analyze how reserved and jointly held powers in the United States Constitution result in tensions among the three branches of government and how these tensions are resolved (e.g., Marbury v. Madison-1803; Federalist #78; United States v. Nixon-1974, claims of Executive Privilege by Presidents Nixon, Clinton, and Bush).
3. Analyze how individual responsibility and commitment to law are related to the stability of American society.
5. Discuss how participation in civic and political life can contribute to the attainment of individual and public good.
6. Evaluate ways that national political parties influence the development of public policies and political platforms, including political action committees, McCain-Feingold Act, platform committees, and political campaigns.

Time Frame of Unit: 6 weeks

New Jersey Core Curriculum Content Standards:

B. American Values and Principles

4. Discuss how a common and shared American civic culture is based on commitment to central ideas in founding-era documents (e.g., United States Constitution) and in core documents of subsequent periods of United States history (e.g., Washington's Farewell Address; Seneca Falls Declaration of Sentiments and Resolutions-1848; The Gettysburg Address; President Franklin Roosevelt's "Four Freedoms" speech -1941; President Kennedy's Inaugural Address-1961; the 17th, 19th, and 24th Amendments; Martin Luther King Jr.'s "I Have a Dream" speech and the "Letter from Birmingham Jail").
5. Analyze the successes of American society and disparities between American ideals and reality in American political, social, and economic life and suggest ways to address them (e.g., rights of minorities, women, physically and mentally challenged individuals, foreign born individuals).

C. The Constitution and American Democracy

1. Debate current issues and controversies involving the central ideas of the American constitutional system, including representative government (e.g., Electoral College and the popular vote), civic virtue (e.g., increasing voter turnout through registrations and campaigns), checks and balances, and limits on governmental power.
2. Analyze, through current and historical examples and Supreme Court cases, the scope of governmental power and how the constitutional distribution of responsibilities seeks to prevent the abuse of that power.
3. Compare the American system of representative government with systems in other democracies such as the parliamentary systems in England and France.
4. Compare and contrast the major constitutional and legal responsibilities of the federal government for domestic and foreign policy and describe how disagreements are resolved.
5. Describe the nature of political parties in America and how they reflect the spectrum of political views on current state and federal policy issues.

D. Citizenship

3. Compare and contrast the benefits of American citizenship (e.g., habeas corpus, secret ballots, freedom of movement and expression) with those of citizens of other nations, including democratic and non-democratic countries.
4. Recommend ways that citizens can use knowledge of state or federal government policies and decision-making processes to influence the formation, development, or implementation of current public policy issues (e.g., First Amendment right to petition for redress of grievances).
5. Discuss how citizens can participate in the political process at the local, state, or national level (e.g., registering to vote, voting, attending meetings, contacting a representative, demonstrating, petitions, boycotting) and analyze how these forms of political participation influence public policy.

New Jersey Core Curriculum Content Standards:

E. International Education: Global Challenges, Cultures, and Connections

1. Compare and contrast key past and present United States foreign policy actions (e.g., diplomacy, economic aid, humanitarian aid, military aid) and positions (e.g., treaties, sanctions, interventions) and evaluate their consequences.
2. Analyze and evaluate United States foreign policy actions and positions, including the Monroe Doctrine, the Mexican Cession, the Truman Doctrine, the Cold War, the world-wide struggle against terrorism, and the Iraq War.
3. Describe how the world is organized politically into nation-states and alliances and how these interact with one another through organizations such as the European Union, North Atlantic Treaty Organization (NATO), the United Nations, the World Court, and the Group of Seven Industrialized Nations (G7).
4. Analyze and evaluate the interconnections of local, regional, and national issues with global challenges and issues, and recommend possible solutions.
7. Participate in events to acquire understanding of complex global problems (e.g., Model United Nations, international simulations, field trips to government sites).
13. Analyze how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors.
14. Connect the concept of universal human rights to world events and issues.

STANDARD 6.4 (United States and New Jersey History) All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.

K. Postwar Years (1945-1970s)

1. Discuss how American policies following World War II developed as a result of the failures experienced and lessons learned after World War I.
2. Explain changes in the post war society of the United States and New Jersey, including the impact of television, the interstate highway system, the growth of the suburbs, and the democratization of education.
3. Interpret political trends in post-war New Jersey, including the New Jersey State Constitution of 1947, the impact of legal cases such as *Hedgepeth* and *Williams v. Trenton Board of Education* on the banning of segregation in the schools under the new State Constitution, the development and impact of New Jersey's Law Against Discrimination (P.L. 1945, c.169), and the shift of political power from rural and urban areas to the suburbs.
4. Analyze United States foreign policy during the Cold War period, including US/USSR relations, United States reaction to the Soviet subjugation of Eastern Europe, the Truman Doctrine, the Marshall Plan, the Korean and Vietnam Wars, and relations with China.
5. Analyze political trends in post war America, including major United States Supreme Court decisions and the administrations of Harry Truman, Dwight D. Eisenhower, John F. Kennedy, and Lyndon B. Johnson.
6. Analyze the Civil Rights and Women's Movements, including the Montgomery Bus Boycott, the Civil Rights Act (1957 and 1964), the Little Rock Schools Crisis, the Voting Rights Act, *Brown v. Board of Education*, the formation of the National Council of La Raza (NCLR), the American Indian Movement (AIM), the formation of the National Organization for Women (NOW), and the passing of Title IX.
7. Describe how changes in federal policy impacted immigration to New Jersey and America, including the shift in places of origin from Western Europe to Latin America, the Caribbean, and Asia.

New Jersey Core Curriculum Content Standards:

STANDARD 6.5 (Economics) All students will acquire an understanding of key economic principles.

A. Economic Literacy

3. Explain and interpret basic economic indicators, including Gross Domestic Product (GDP), Consumer Price Index (CPI) the rate of economic growth, the poverty rate, the deficit and national debt, and the trade deficit.
6. Analyze federal and state budgets, and discuss the proportional share of government spending to major elements such as education, social programs, public safety, military, foreign aid, and welfare.
8. Define basic terms associated with international trade such as imports, exports, quotas, embargoes, tariffs, and free trade.

B. Economics and Society

3. Analyze labor and environmental issues affecting American citizens raised by economic globalization and free trade pacts.
4. Discuss the value and role of free and fair competition versus the social need for cooperation and how business, industry, and government try to reconcile these goals.
5. Analyze the importance of economic issues to politics and be able to distinguish the economic views of different political parties.
6. Analyze the connections and potential effects of the widening gap between the rich and the poor in the United States, the decline in labor union members since 1950, rapidly advancing technology, globalization, and problems of public schools.

STANDARD 6.6 (Geography) All students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.

A. The World in Spatial Terms

1. Discuss the application of geographic tools and supporting technologies, such as GIS, GPS, the Internet, and CD databases.
2. Use maps of physical and human characteristics of the world to answer complex geographical questions.
5. Apply spatial thinking to understand the interrelationship of history, geography economics, and the environment, including domestic and international migrations, changing environmental preferences and settlement patterns, and frictions between population groups.

B. Places and Regions

1. Analyze and compare the functions and spatial arrangements of cities both locally and globally.
2. Evaluate how human interaction with the physical environment shapes the features of places and regions.
3. Analyze why places and regions are important factors to individual and social identity.

D. Human Systems

3. Analyze the historic movement patterns of people and their goods and their relationship to economic activity.
4. Analyze the processes that change urban areas.

E. Environment and Society

7. Describe how and why historical and cultural knowledge can help to improve present and future environmental maintenance.
8. Delineate and evaluate the environmental impact of technological change in human history (e.g., printing press, electricity and electronics, automobiles, computer, and medical technology).

Instructional Activities:

Cooperative Activity with technology – “Spying and the Red Scare” (McCarthyism)

Readings – excerpt from Halberstram’s The Fifties

Cooperative Activity with technology – Develop a newspaper using “red scare” topics

Civil Rights Activity with technology – Research the evolution of the Civil Rights Movement – organizations, leaders, goals and current trends. Group presentations to the class.

Map – Korean War

Materials and Resources:

Textbook: The History of the United States – Boorstin/Kelley- Ch. 29-32

The Fifties – David Halberstram

Videos:

- Pleasantville**
- Reds**
- Truman**
- Cold War-Korea**
- The Century**
- Ghosts of Mississippi**
- Mississippi Burning**
- Eye on the Prize**

Unit of Study

**Unit Title: Tumultuous '60s
Unit X**

Essential Questions of the Unit:

- 1. What social and political problems led to the turmoil of the 1960s?**
- 2. How did the Cold War turn into a “hot” war in Vietnam?**

Assessments:

- 1. Students will conduct an interview of a person who experienced life during the 1960s.**
- 2. Students will analyze the involvement of America in Vietnam by completing a packet of supplementary resources. They will include activities on the following topics: the History of the U.S. in Vietnam; a Vietnam map; the Gulf of Tonkin Resolution; MyLai; Vietnamization; and Consequences and Lessons Learned from Vietnam. The culminating evaluation is an essay supporting or rejecting the American involvement in Vietnam.**

Content:

- **JFK**
- **LBJ**
 - Domestic policies**
 - Foreign policies**
- **Vietnam Era**
- **Civil Rights**
 - African-American**
 - Women**
 - Native Americans**
 - Latinos**
- **Environment**
- **Counter-culture**
- **Violence**
- **Protest**
- **1968**

Skills:

1. The students will be able to evaluate and compare the political and social conditions of the 1950s and the 1960s.
2. The students will be able to predict the evolution of the United States' involvement in Vietnam.

Purpose / Rationale of the unit:

It is vital that the students apply their knowledge of the profound social changes in American life brought about by the Civil Rights Movement of the 1960s, the women's revolution that sprang from it, the associated civil rights movement of Hispanic Americans and American Indians, and the Vietnam Conflict, in a manner that will permit them to envision our cultural evolution.

New Jersey Core Curriculum Content Standards:

STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.

1. Analyze how historical events shape the modern world.
2. Formulate questions and hypotheses from multiple perspectives, using multiple sources.
3. Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
4. Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
5. Evaluate current issues, events, or themes and trace their evolution through historical periods.
6. Apply problem-solving skills to national, state, or local issues and propose reasoned solutions.
7. Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.
8. Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.

STANDARD 6.2 (Civics) All students will know, understand, and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

A. Civic Life, Politics, and Government

1. Analyze how reserved and jointly held powers in the United States Constitution result in tensions among the three branches of government and how these tensions are resolved (e.g., *Marbury v. Madison*-1803; *Federalist #78*; *United States v. Nixon*-1974, claims of Executive Privilege by Presidents Nixon, Clinton, and Bush).
2. Apply the concept of the rule of law to contemporary issues (e.g., impeachment of President Clinton, use of Executive Privilege, recess appointments to federal courts, the Senate's advise and consent process, and the use of litmus tests).
3. Analyze how individual responsibility and commitment to law are related to the stability of American society.
4. Evaluate competing ideas about the purpose of the national and state governments and how they have changed over time (e.g., the American version of federalism, the powers of the federal government and the states, differing interpretations of Article I, Sections 8-10).
5. Discuss how participation in civic and political life can contribute to the attainment of individual and public good.
6. Evaluate ways that national political parties influence the development of public policies and political platforms, including political action committees, McCain-Feingold Act, platform committees, and political campaigns.
7. Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper and television polls) and how public opinion can be influenced by the government and the media

Time Frame of Unit: 6 weeks

New Jersey Core Curriculum Content Standards:

B. American Values and Principles

2. Propose and justify new local, state, or federal governmental policies on a variety of contemporary issues (e.g., definition of marriage, voting systems and procedures, censorship, religion in public places).
3. Describe historic and contemporary efforts to reduce discrepancies between ideals and reality in American public life, including Amendments 13-15, the Civil Rights Act of 1866 and 1875, the Abolitionist movement, the Civil War, and the end of slavery in the United States.
4. Discuss how a common and shared American civic culture is based on commitment to central ideas in founding-era documents (e.g., United States Constitution) and in core documents of subsequent periods of United States history (e.g., Washington's Farewell Address; Seneca Falls Declaration of Sentiments and Resolutions-1848; The Gettysburg Address; President Franklin Roosevelt's "Four Freedoms" speech -1941; President Kennedy's Inaugural Address-1961; the 17th, 19th, and 24th Amendments; Martin Luther King Jr.'s "I Have a Dream" speech and the "Letter from Birmingham Jail").
5. Analyze the successes of American society and disparities between American ideals and reality in American political, social, and economic life and suggest ways to address them (e.g., rights of minorities, women, physically and mentally challenged individuals, foreign born individuals).
6. Explore the importance and presence of voluntarism and philanthropy in America and examine the role of local, state, national, and international organizations such as the American Red Cross, the Salvation Army, and the Rotary.

C. The Constitution and American Democracy

1. Debate current issues and controversies involving the central ideas of the American constitutional system, including representative government (e.g., Electoral College and the popular vote), civic virtue (e.g., increasing voter turnout through registrations and campaigns), checks and balances, and limits on governmental power.
2. Analyze, through current and historical examples and Supreme Court cases, the scope of governmental power and how the constitutional distribution of responsibilities seeks to prevent the abuse of that power.
3. Compare the American system of representative government with systems in other democracies such as the parliamentary systems in England and France.
4. Compare and contrast the major constitutional and legal responsibilities of the federal government for domestic and foreign policy and describe how disagreements are resolved.
5. Describe the nature of political parties in America and how they reflect the spectrum of political views on current state and federal policy issues.

D. Citizenship

1. Evaluate the characteristics needed for effective participation in civic and political life.
2. Compare and contrast the rights and responsibilities of government and its citizens as delineated in the United States Constitution, the New Jersey Constitution of 1947, and the United Nations' Universal Declaration of Human Rights.
3. Compare and contrast the benefits of American citizenship (e.g., habeas corpus, secret ballots, freedom of movement and expression) with those of citizens of other nations, including democratic and non-democratic countries.
4. Recommend ways that citizens can use knowledge of state or federal government policies and decision-making processes to influence the formation, development, or implementation of current public policy issues (e.g., First Amendment right to petition for redress of grievances).
5. Discuss how citizens can participate in the political process at the local, state, or national level (e.g., registering to vote, voting, attending meetings, contacting a representative, demonstrating, petitions, boycotting) and analyze how these forms of political participation influence public policy.

New Jersey Core Curriculum Content Standards:

E. International Education: Global Challenges, Cultures, and Connections

1. Compare and contrast key past and present United States foreign policy actions (e.g., diplomacy, economic aid, humanitarian aid, military aid) and positions (e.g., treaties, sanctions, interventions) and evaluate their consequences.
2. Analyze and evaluate United States foreign policy actions and positions, including the Monroe Doctrine, the Mexican Cession, the Truman Doctrine, the Cold War, the world-wide struggle against terrorism, and the Iraq War.
3. Describe how the world is organized politically into nation-states and alliances and how these interact with one another through organizations such as the European Union, North Atlantic Treaty Organization (NATO), the United Nations, the World Court, and the Group of Seven Industrialized Nations (G7).
4. Analyze and evaluate the interconnections of local, regional, and national issues with global challenges and issues, and recommend possible solutions.
5. Discuss how global interconnections can have both positive and negative consequences (e.g., international companies, transfer of jobs to foreign plants, international security and access to transportation).
6. Investigate a global challenge (e.g., hunger, AIDS, nuclear defense, global warming) in depth and over time, predict the impact if the current situation does not change, and offer possible solutions.
7. Participate in events to acquire understanding of complex global problems (e.g., Model United Nations, international simulations, field trips to government sites).
8. Justify an opinion or idea about a global issue while showing respect for divergent viewpoints.
9. Discuss the impact of technology, migration, the economy, politics, and urbanization on culture.
12. Analyze the impact of communication networks, technology, transportation, and international business on global issues.
13. Analyze how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors.
14. Connect the concept of universal human rights to world events and issues.

STANDARD 6.4 (United States and New Jersey History) All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.

K. Postwar Years (1945-1970s)

1. Discuss how American policies following World War II developed as a result of the failures experienced and lessons learned after World War I.
2. Explain changes in the post war society of the United States and New Jersey, including the impact of television, the interstate highway system, the growth of the suburbs, and the democratization of education.
3. Interpret political trends in post-war New Jersey, including the New Jersey State Constitution of 1947, the impact of legal cases such as *Hedgepeth and Williams v. Trenton Board of Education* on the banning of segregation in the schools under the new State Constitution, the development and impact of New Jersey's Law Against Discrimination (P.L. 1945, c.169), and the shift of political power from rural and urban areas to the suburbs.

New Jersey Core Curriculum Content Standards:

4. Analyze United States foreign policy during the Cold War period, including US/USSR relations, United States reaction to the Soviet subjugation of Eastern Europe, the Truman Doctrine, the Marshall Plan, the Korean and Vietnam Wars, and relations with China.
5. Analyze political trends in post war America, including major United States Supreme Court decisions and the administrations of Harry Truman, Dwight D. Eisenhower, John F. Kennedy, and Lyndon B. Johnson.
6. Analyze the Civil Rights and Women's Movements, including the Montgomery Bus Boycott, the Civil Rights Act (1957 and 1964), the Little Rock Schools Crisis, the Voting Rights Act, Brown v. Board of Education, the formation of the National Council of La Raza (NCLR), the American Indian Movement (AIM), the formation of the National Organization for Women (NOW), and the passing of Title IX.

L. Contemporary America (1968-present)

1. Examine the administration of American presidents, beginning with President Richard M. Nixon, as a means to analyze political and economic issues in contemporary America, including domestic policy and international affairs.
5. Compare and contrast key events and people associated with foreign policy, including the fall of communism and the Soviet Union and the end of the Cold War, the Cuban Missile Crisis, United States involvement in Haiti, Somalia, Bosnia, Herzegovina, and Kosovo, the Iran Hostage Crisis, and the war on terrorism.

STANDARD 6.4 (United States and New Jersey History) All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.

A. Economic Literacy

2. Describe the purposes of social security and Medicare.
3. Explain and interpret basic economic indicators, including Gross Domestic Product (GDP), Consumer Price Index (CPI) the rate of economic growth, the poverty rate, the deficit and national debt, and the trade deficit.
8. Define basic terms associated with international trade such as imports, exports, quotas, embargoes, tariffs, and free trade.

B. Economics and Society

2. Evaluate international trade principles and policies.
4. Discuss the value and role of free and fair competition versus the social need for cooperation and how business, industry, and government try to reconcile these goals.
6. Analyze the connections and potential effects of the widening gap between the rich and the poor in the United States, the decline in labor union membership since 1950, rapidly advancing technology, globalization, and problems of public schools.

New Jersey Core Curriculum Content Standards:

STANDARD 6.6 (Geography) All students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.

A. The World in Spatial Terms

2. Use maps of physical and human characteristics of the world to answer complex geographical questions.
3. Analyze, explain, and solve geographical problems using maps, supporting technologies, and other graphical representations.
5. Apply spatial thinking to understand the interrelationship of history, geography economics, and the environment, including domestic and international migrations, changing environmental preferences and settlement patterns, and frictions between population groups.

B. Places and Regions

2. Evaluate how human interaction with the physical environment shapes the features of places and regions.
3. Analyze why places and regions are important factors to individual and social identity.

D. Human Systems

4. Analyze the processes that change urban areas.
5. Analyze how cooperation and conflict influence the control of economic, political, and social entities on Earth.

Instructional Activities:

Vietnam Project – Cooperative activity, jigsaw grouping on a series of seven topics

Interact Simulation – “My Lai Massacre”

Readings: Man who told of massacre at My Lai...

African-American Civil Rights Movement - handout tracing the continuing Civil Rights struggle

“Year in Review”-student activity whereby each student is responsible for presenting the “events” of one year between 1960 and 1990.

“1968: A Watershed Year” – personal activity student viewpoints on the events of this year.

Materials and Resources:

Textbook: The History of the United States – Boorstin/Kelly, Ch. 29, 31, 32

**Videos: Vietnam Series – PBS
Cold War – CNN Vol. 5,6
1968
Eye on the Prize Series**

Oral History Interviews

“Blast from the Past”

Unit of Study

**Unit Title: Transitional '70s
Unit XI**

Essential Questions of the Unit:

- 1. How was public confidence in government eroded during this period?**
- 2. How was global interdependence evident in the United States' economy and politics during this period?**

Assessments:

- 1. Students will create standards of conduct that apply to public servants.**
- 2. Students will compile data regarding foreign policies, including maps, and a summary of international events.**

Content:

- **Nixon**
 - Domestic policies**
 - Foreign policies**
 - Demise of Nixon – Watergate**
- **Lack of Government Confidence**
- **Influence of Government**
- **President above the Law**
- **New Laws**
 - FEC**
 - Sunshine Laws**
- **Ford/Carter**
- **Oil Crisis**
- **Economic Upheaval**
- **Middle East**
- **US/USSR Relationship**
- **China**
- **Environment**

Skills:

1. The students will be able to discuss the erosion of public confidence in the government.
2. The students will be able to classify the global interdependence of nations in the areas of environment, disarmament and energy.

Purpose / Rationale of the unit:

Watergate requires attention because it represents constitutional democracy under attack, but also because it demonstrates the ability of the democratic process to defend itself.

In matters of foreign affairs, today's students live in a much more interdependent world and, therefore, ought to be cognizant of the main outline of American foreign policy in their own and their parents' lifetimes.

New Jersey Core Curriculum Content Standards:

STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.

1. Analyze how historical events shape the modern world.
2. Formulate questions and hypotheses from multiple perspectives, using multiple sources.
3. Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
5. Evaluate current issues, events, or themes and trace their evolution through historical periods.
7. Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.
8. Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.

STANDARD 6.2 (Civics) All students will know, understand, and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

A. Civic Life, Politics, and Government

1. Analyze how reserved and jointly held powers in the United States Constitution result in tensions among the three branches of government and how these tensions are resolved (e.g., Marbury v. Madison-1803; Federalist #78; United States v. Nixon-1974, claims of Executive Privilege by Presidents Nixon, Clinton, and Bush).
2. Apply the concept of the rule of law to contemporary issues (e.g., impeachment of President Clinton, use of Executive Privilege, recess appointments to federal courts, the Senate's advise and consent process, and the use of litmus tests).
3. Analyze how individual responsibility and commitment to law are related to the stability of American society.
5. Discuss how participation in civic and political life can contribute to the attainment of individual and public good.
6. Evaluate ways that national political parties influence the development of public policies and political platforms, including political action committees, McCain-Feingold Act, platform committees, and political campaigns.
7. Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper and television polls) and how public opinion can be influenced by the government and the media.

Time Frame of Unit: 6 weeks

New Jersey Core Curriculum Content Standards:

B. American Values and Principles

1. Analyze major historical events and important ideas that led to and sustained the constitutional government of the United States, including the Constitutional Convention of 1787, the Judiciary Act of 1789, the first Cabinet under George Washington, and Amendments 1-15.
2. Propose and justify new local, state, or federal governmental policies on a variety of contemporary issues (e.g., definition of marriage, voting systems and procedures, censorship, religion in public places).
4. Discuss how a common and shared American civic culture is based on commitment to central ideas in founding-era documents (e.g., United States Constitution) and in core documents of subsequent periods of United States history (e.g., Washington's Farewell Address; Seneca Falls Declaration of Sentiments and Resolutions-1848; The Gettysburg Address; President Franklin Roosevelt's "Four Freedoms" speech -1941; President Kennedy's Inaugural Address-1961; the 17th, 19th, and 24th Amendments; Martin Luther King Jr.'s "I Have a Dream" speech and the "Letter from Birmingham Jail").
5. Analyze the successes of American society and disparities between American ideals and reality in American political, social, and economic life and suggest ways to address them (e.g., rights of minorities, women, physically and mentally challenged individuals, foreign born individuals).
6. Explore the importance and presence of voluntarism and philanthropy in America and examine the role of local, state, national, and international organizations such as the American Red Cross, the Salvation Army, and the Rotary.

C. The Constitution and American Democracy

1. Debate current issues and controversies involving the central ideas of the American constitutional system, including representative government (e.g., Electoral College and the popular vote), civic virtue (e.g., increasing voter turnout through registrations and campaigns), checks and balances, and limits on governmental power.
2. Analyze, through current and historical examples and Supreme Court cases, the scope of governmental power and how the constitutional distribution of responsibilities seeks to prevent the abuse of that power.
4. Compare and contrast the major constitutional and legal responsibilities of the federal government for domestic and foreign policy and describe how disagreements are resolved.
5. Describe the nature of political parties in America and how they reflect the spectrum of political views on current state and federal policy issues.
6. Explain the federal and state legislative process and analyze the influence of lobbying, advocacy groups, the media, and campaign finance on the development of laws and regulations.

D. Citizenship

1. Evaluate the characteristics needed for effective participation in civic and political life.
2. Compare and contrast the rights and responsibilities of government and its citizens as delineated in the United States Constitution, the New Jersey Constitution of 1947, and the United Nations' Universal Declaration of Human Rights.
3. Compare and contrast the benefits of American citizenship (e.g., habeas corpus, secret ballots, freedom of movement and expression) with those of citizens of other nations, including democratic and non-democratic countries.
5. Discuss how citizens can participate in the political process at the local, state, or national level (e.g., registering to vote, voting, attending meetings, contacting a representative, demonstrating, petitions, boycotting) and analyze how these forms of political participation influence public policy.

New Jersey Core Curriculum Content Standards:

STANDARD 6.4 (United States and New Jersey History) All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.

K. Postwar Years (1945-1970s)

2. Explain changes in the post war society of the United States and New Jersey, including the impact of television, the interstate highway system, the growth of the suburbs, and the democratization of education.
4. Analyze United States foreign policy during the Cold War period, including US/USSR relations, United States reaction to the Soviet subjugation of Eastern Europe, the Truman Doctrine, the Marshall Plan, the Korean and Vietnam Wars, and relations with China.
6. Analyze the Civil Rights and Women's Movements, including the Montgomery Bus Boycott, the Civil Rights Act (1957 and 1964), the Little Rock Schools Crisis, the Voting Rights Act, Brown v. Board of Education, the formation of the National Council of La Raza (NCLR), the American Indian Movement (AIM), the formation of the National Organization for Women (NOW), and the passing of Title IX.

L. Contemporary America (1968-present)

1. Examine the administration of American presidents, beginning with President Richard M. Nixon, as a means to analyze political and economic issues in contemporary America, including domestic policy and international affairs.
4. Analyze United States domestic policies, including the civil rights movement, affirmative action, the labor and women's movements, conservatism vs. liberalism, the post-industrial economy, free trade, and international trade agreements such as the North American Free Trade Agreement (NAFTA) and General Agreement on Tariffs and Trade (GATT).
5. Compare and contrast key events and people associated with foreign policy, including the fall of communism and the Soviet Union and the end of the Cold War, the Cuban Missile Crisis, United States involvement in Haiti, Somalia, Bosnia, Herzegovina, and Kosovo, the Iran Hostage Crisis, and the war on terrorism.
7. Discuss major contemporary social issues, such as the evolution of governmental rights for individuals with disabilities, multiculturalism, bilingual education, gay rights, free expression in the media, and the modern feminist movement.

STANDARD 6.5 (Economics) All students will acquire an understanding of key economic principles.

A. Economic Literacy

3. Explain and interpret basic economic indicators, including Gross Domestic Product (GDP), Consumer Price Index (CPI) the rate of economic growth, the poverty rate, the deficit and national debt, and the trade deficit.
7. Analyze the impact of supply and demand on market adjustments and prices (e.g., real estate and interest rates).
8. Define basic terms associated with international trade such as imports, exports, quotas, embargoes, tariffs, and free trade.

New Jersey Core Curriculum Content Standards:

B. Economics and Society

2. Evaluate international trade principles and policies.
3. Analyze labor and environmental issues affecting American citizens raised by economic globalization and free trade pacts.
4. Discuss the value and role of free and fair competition versus the social need for cooperation and how business, industry, and government try to reconcile these goals.
6. Analyze the connections and potential effects of the widening gap between the rich and the poor in the United States, the decline in labor union membership since 1950, rapidly advancing technology, globalization, and problems of public schools.
7. Compare and contrast the causes and consequences of discrimination in markets, employment, housing, business, and financial transactions.

STANDARD 6.6 (Geography) All students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.

A. The World in Spatial Terms

1. Discuss the application of geographic tools and supporting technologies, such as GIS, GPS, the Internet, and CD databases.
2. Use maps of physical and human characteristics of the world to answer complex geographical questions.
3. Analyze, explain, and solve geographical problems using maps, supporting technologies, and other graphical representations.

B. Places and Regions

1. Analyze and compare the functions and spatial arrangements of cities both locally and globally.
2. Evaluate how human interaction with the physical environment shapes the features of places and regions.
3. Analyze why places and regions are important factors to individual and social identity.

E. Environment and Society

7. Describe how and why historical and cultural knowledge can help to improve present and future environmental maintenance.
8. Delineate and evaluate the environmental impact of technological change in human history (e.g., printing press, electricity and electronics, automobiles, computer, and medical technology).

Instructional Activities:

Watergate Activity – cooperative activity exploring the basic Watergate chronology, personalities, and events.

Readings: “Executive Privilege” – Nixon, Clinton and Jefferson

“Reforms: Ethics, Campaign finances, Special Prosecutors”

Watergate video viewing with study guides

“Year in Review” – presentations by students

“Pardon of Nixon by Ford”

Ford/Carter chart – domestic and foreign issues

Readings: Hostage Crisis with questions

Materials and Resources:

Textbook: The History of the United States – Boorstin/Kelley Ch. 33, 35

Readings – Breach of Faith – The Fall of Richard Nixon – White

Videos:

- All the President’s Men
- Watergate: The Secret Story – VC488
- Watergate – VC0192
- Nixon – VC 328, 329, 330
- Music of 70’s
- American Century – Hostage Crisis
- Sensational 70’s – VC1087

Unit of Study

**Unit Title: The '80s and '90s
Unit XII**

Essential Questions of the Unit:

- 1. What forces contributed to end the Cold War and the fall of Communism in the Soviet Union and in Eastern Europe?**
- 2. What are the geopolitical and economic interests that have made the Middle East of strategic importance to the United States?**
- 3. Historians have called the 20th Century “the American Century.” Will current political, economic, social, and cultural challenges allow that the same will be said for the 21st Century?**

Assessments:

- 1. Students will examine the foreign problem areas (Nicaragua and El Salvador, Middle East, Grenada, Soviet Union and Terrorism); the domestic issues (economy, deregulation, farmers, deficit spending and taxes) during the Reagan/Bush presidencies using an organizer to identify the trend of a new conservatism in the 1980's and early 1990's.**
- 2. Students will use the Choices for the 21st Century project on “The Role of the U.S. in a Changing World,” and the handout “Major Trends of the 21st Century” to write an essay predicting how these trends and issues of the late 20th Century will impact on the U.S. during the 21st Century.**

XII-1

Content:

- Economy
Reaganomics
Savings & Loans**
- Society**

Skills:

1. The students will be able to demonstrate how the post-Cold War restructuring has impacted on America's role as the world's superpower.
2. The students will be able to identify how America's economic interests influence its foreign policy.

Purpose / Rationale of the unit:

The purpose of this unit is to examine the issues surrounding the disintegration of the Soviet Union and the future of United States relations with the newly independent republics. This unit will investigate the principles underlying current U.S. policies throughout the world.

Students will apply the lessons learned throughout the year to analyze current political, social, economic and cultural challenges to the United States.

New Jersey Core Curriculum Content Standards:

STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.

A. Social Studies Skills

1. Analyze how historical events shape the modern world.
2. Formulate questions and hypotheses from multiple perspectives, using multiple sources.
3. Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
4. Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
5. Evaluate current issues, events, or themes and trace their evolution through historical periods.
6. Apply problem-solving skills to national, state, or local issues and propose reasoned solutions.
7. Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.
8. Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.

STANDARD 6.2 (Civics) All students will know, understand, and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

A. Civic Life, Politics, and Government

1. Analyze how reserved and jointly held powers in the United States Constitution result in tensions among the three branches of government and how these tensions are resolved (e.g., *Marbury v. Madison*-1803; *Federalist #78*; *United States v. Nixon*-1974, claims of Executive Privilege by Presidents Nixon, Clinton, and Bush).
2. Apply the concept of the rule of law to contemporary issues (e.g., impeachment of President Clinton, use of Executive Privilege, recess appointments to federal courts, the Senate's advise and consent process, and the use of litmus tests).
3. Analyze how individual responsibility and commitment to law are related to the stability of American society.
7. Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper and television polls) and how public opinion can be influenced by the government and the media.

Time Frame of Unit: 6 weeks

XII-4

New Jersey Core Curriculum Content Standards:

B. American Values and Principles

2. Propose and justify new local, state, or federal governmental policies on a variety of contemporary issues (e.g., definition of marriage, voting systems and procedures, censorship, religion in public places).
5. Analyze the successes of American society and disparities between American ideals and reality in American political, social, and economic life and suggest ways to address them (e.g., rights of

New Jersey Core Curriculum Content Standards:

E. International Education: Global Challenges, Cultures, and Connections

1. Compare and contrast key past and present United States foreign policy actions (e.g., diplomacy, economic aid, humanitarian aid, military aid) and positions (e.g., treaties, sanctions, interventions) and evaluate their consequences.
2. Analyze and evaluate United States foreign policy actions and positions, including the Monroe Doctrine, the Mexican Cession, the Truman Doctrine, the Cold War, the world-wide struggle against terrorism, and the Iraq War.
3. Describe how the world is organized politically into nation-states and alliances and how these interact with one another through organizations such as the European Union, North Atlantic Treaty Organization (NATO), the United Nations, the World Court, and the Group of Seven Industrialized Nations (G7).
4. Analyze and evaluate the interconnections of local, regional, and national issues with global challenges and issues, and recommend possible solutions.
5. Discuss how global interconnections can have both positive and negative consequences (e.g., international companies, transfer of jobs to foreign plants, international security and access to transportation).
6. Investigate a global challenge (e.g., hunger, AIDS, nuclear defense, global warming) in depth and over time, predict the impact if the current situation does not change, and offer possible solutions.
14. Connect the concept of universal human rights to world events and issues.
15. Compare and contrast current and past genocidal acts and other acts of hatred and violence for the purposes of subjugation and exploitation (e.g., Holocaust, Native Americans, Irish famine, Armenia, Ukrainian collectivization, Cambodia, Rwanda) and discuss present and future actions by individuals and governments to prevent the reoccurrence of such events.

STANDARD 6.4 (United States and New Jersey History) All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.

L. Contemporary America (1968-present)

1. Examine the administration of American presidents, beginning with President Richard M. Nixon, as a means to analyze political and economic issues in contemporary America, including domestic policy and international affairs.
2. Investigate the economic and social patterns in contemporary New Jersey, including shifts in immigration patterns, urban decline and renewal, important New Jersey Supreme Court rulings (e.g., Mount Laurel decision), and the issue of preserving open space. of women
3. Describe the growth of the technology and pharmaceutical industries in New Jersey.
4. Analyze United States domestic policies, including the civil rights movement, affirmative action, the labor and women's movements, conservatism vs. liberalism, the post-industrial economy, free trade, and international trade agreements such as the North American Free Trade Agreement (NAFTA) and General Agreement on Tariffs and Trade (GATT).
5. Compare and contrast key events and people associated with foreign policy, including the fall of communism and the Soviet Union and the end of the Cold War, the Cuban Missile Crisis, United States involvement in Haiti, Somalia, Bosnia, Herzegovina, and Kosovo, the Iran Hostage Crisis, and the war on terrorism.
6. Compare and contrast population trends and immigration and migration patterns in the United States (e.g., growth of Hispanic population, demographic and residential mobility).
7. Discuss major contemporary social issues, such as the evolution of governmental rights for individuals with disabilities, multiculturalism, bilingual education, gay rights, free expression in the media, and the modern feminist movement.

New Jersey Core Curriculum Content Standards:

STANDARD 6.5 (Economics) All students will acquire an understanding of key economic principles.

A. Economic Literacy

4. Identify entrepreneurs in the community and describe the risks and rewards of starting a new business.
7. Analyze the impact of supply and demand on market adjustments and prices (e.g., real estate and interest rates).
8. Define basic terms associated with international trade such as imports, exports, quotas, embargoes, tariffs, and free trade.

B. Economics and Society

1. Compare and contrast the roles of the United States government and the private sector in the United States economy (e.g., Federal Reserve System, United States Mint, Stock Exchange).
2. Evaluate international trade principles and policies.
3. Analyze labor and environmental issues affecting American citizens raised by economic globalization and free trade pacts.
5. Analyze the importance of economic issues to politics and be able to distinguish the economic views of different political parties.
6. Analyze the connections and potential effects of the widening gap between the rich and the poor in the United States, the decline in labor union membership since 1950, rapidly advancing technology, globalization, and problems of public schools.

STANDARD 6.6 (Geography) All students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.

A. The World in Spatial Terms

1. Discuss the application of geographic tools and supporting technologies, such as GIS, GPS, the Internet, and CD databases.
2. Use maps of physical and human characteristics of the world to answer complex geographical questions.
3. Analyze, explain, and solve geographical problems using maps, supporting technologies, and other graphical representations.
5. Apply spatial thinking to understand the interrelationship of history, geography economics, and the environment, including domestic and international migrations, changing environmental preferences and settlement patterns, and frictions between population groups.

Instructional Activities:

Readings: Terrorism – “Introduction” with questions on terrorism- domestic/foreign

Year in Review – presentations by students

STANDARD 9.1 (CAREER AND TECHNICAL EDUCATION) ALL STUDENTS WILL DEVELOP CAREER AWARENESS AND PLANNING EMPLOYABILITY SKILLS, AND FOUNDATIONAL KNOWLEDGE NECESSARY FOR SUCCESS IN THE WORKPLACE.

9.1.12 A. Career Awareness and Preparation

1. Re-evaluate personal interests, abilities, and skills through various measures including self-assessments.
2. Evaluate academic and career skills needed in various career clusters.
3. Analyze factors that can impact an individual's career.
4. Review and update their career plan and include the plan in a portfolio.
5. Research current advances in technology that apply to a selected occupational career cluster.

9.1.12 B. Employability Skills

1. Assess personal qualities that are needed to obtain and retain a job related to career clusters.
2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
3. Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.
4. Evaluate the following academic and career skills as they relate to home, school, community, and employment:
 - . Communication
 - . Punctuality
 - . Time management
 - . Organization
 - . Decision making
 - . Goal setting
 - . Resources allocation
 - . Fair and equitable competition
 - . Safety
 - . Employment application skills
 - . Teamwork
5. Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills.

All students in career and technical education electing further study will also:

1. Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills.
2. Participate in simulated industry assessments, when and where appropriate.
3. Prepare industry-specific technical reports/projects that incorporate graphic aids, when and where appropriate.
4. Demonstrate occupational health and safety skills related to industry-specific activities.

STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY) ALL STUDENTS WILL USE COMPUTER APPLICATIONS TO GATHER AND ORGANIZE INFORMATION AND TO SOLVE PROBLEMS.

8.1.12 A. Basic Computer Skills and Tools

1. Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.
2. Create documents including a resume and a business letter using professional format.
3. Construct a spreadsheet, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret the results.
4. Given a database, define fields, input data from multiple records, produce a report using sort and query, and interpret the data.
5. Produce a multimedia project using text, graphics, moving images, and sound.
6. Produce and edit page layouts in different formats using desktop publishing and graphics software.
7. Develop a document or file for inclusion into a website or web page.
8. Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files.
9. Merge information from one document to another.

8.1.12 B. Application of Productivity Tools

Social Aspects

1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Make informed choices among technology systems, resources, and services in a variety of contexts.
4. Use appropriate language when communicating with diverse audiences using computer and information literacy.

Information Access and Research

5. Select and use specialized databases for advanced research to solve real world problems.
6. Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.
7. Evaluate information sources for accuracy, relevance, and appropriateness.
8. Compose, send, and organize e-mail messages with and without attachments.

Problem-Solving and Decision Making

9. Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products.
10. Identify, diagnose, and suggest solutions for non-functioning technology systems.
11. Identify a problem in a content area and formulate a strategy to solve the problem using brainstorming, flowcharting, and appropriate resources.
12. Integrate new information into an existing knowledge base and communicate the results in a project or presentation.

STANDARD 8.2 (TECHNOLOGY EDUCATION) ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL SOCIETY AND THE ENVIRONMENT.

8.2.8 A. Nature and Impact of Technology

1. Describe the nature of technology and the consequences of technological activity.
2. Describe how components of a technological product, system, or environment interact.
3. Describe how one technological innovation can be applied to solve another human problem that enhances human life or extends human capability.
4. Describe how technological activity has an affect on economic development, political actions, and cultural change.
5. Explain the cultural and societal effects resulting from the dramatic increases of knowledge and information available today.

8.2.8 B. Design Process and Impact Assessment

1. Demonstrate and explain how the design process is not linear.
2. Use hands on activities to analyze products and systems to determine how the design process was applied to create the solution.
3. Identify a technological problem and use the design process to create an appropriate solution.
4. Describe how variations in resources can affect solutions to a technological problem.
5. Select and safely use appropriate tools and materials in analyzing, designing, modeling or making a technological product, system or environment.

8.2.8 C. Systems in the Designed World

1. Explain technological advances in medical, agricultural, energy and power, information and communication, transportation, manufacturing, and construction technologies.
2. Explain reasons why human-designed systems, products, and environments need to be monitored, maintained, and improved to ensure safety, quality, cost efficiency, and sustainability.
3. Explain the functions and interdependence of subsystems such as waste disposal, water purification, electrical, structural, safety, climatic control, and communication.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students electing courses in technology education will:

8.2.12 A. Nature and Impact of Technology

1. Use appropriate data to discuss the full costs, benefits and trade-offs, and risks related to the use of technologies.
2. Explain how technological development is affected by competition through a variety of management activities associated with planning, organizing, and controlling the enterprise.
3. Provide various examples of how technological developments have shaped human history.

8.2.12 B. Design Process and Impact Assessment

1. Analyze a given technological product, system, or environment to understand how the engineering design process and design specification limitations influenced the final solution.
2. Evaluate the function, value, and appearance of technological products, systems, and environments from the perspective of the user and the producer.
3. Develop methods for creating possible solutions, modeling and testing solutions, and modifying proposed design in the solution of a technological problem using hands-on activities.
4. Use a computer assisted design (CAD) system in the development of an appropriate design solution.
5. Diagnose a malfunctioning product and system using appropriate critical thinking methods.
6. Create a technological product, system, or environment using given design specifications and constraints by applying design and engineering principles.

8.2.12 C. Systems in the Designed World

1. Explain the life cycle of a product from initial design to reuse, recycling, remanufacture, or final disposal, and its relationship to people, society, and the environment, including conservation and sustainability principles.
2. Analyze the factors that influence design of products, systems, and environments.
3. Compare and contrast the effectiveness of various products, systems, and environments associated with technological activities in energy, transportation, manufacturing, and information and communication.