

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
SOCIAL STUDIES DEPARTMENT
MODERN AMERICA

Modern America Curriculum Guide

Pacing Guide: Modern America is a full year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.	<p>The Cold War 1944-1992 (5 weeks)</p> <p>The Postwar Boom 1945-1961 (4 weeks)</p> <p>The Era of Social Change 1959-1980 (4 weeks)</p> <p>Civil Rights 1953-2010 (5 weeks)</p> <p>The Vietnam War 1959-1976 (4 weeks)</p> <p>Transitions and Conservatism 1967-1992 (4 weeks)</p> <p>Into a New Millennium 1991-2015 (4 weeks)</p> <p>The United States in the 21st Century 1999-2016 (4 weeks)</p>
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<p>Technology Standards: 8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming</p> <p>21st Century Skills Standards: 9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, And Preparation</p>	<p>8.1.12.D.5: Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. 8.1.12.F.1: Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs</p> <p>8.2.12.B.4: Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants. 8.2.12.D.4: Assess the impacts of emerging technologies on developing countries</p> <p>9.1.12.D.12: Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets 9.1.12.E.5: Evaluate business practices and their impact on individuals, families, and societies 9.1.12.F.1: Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.</p> <p>9.2.12.C.4: Analyze how economic conditions and societal changes influence employment trends and future education</p>
<p>Career Ready Practices:</p>	<p>CRP4-Communicate clearly and effectively and with reason. CRP7-Employ valid and reliable research strategies. CRP11-Use technology to enhance productivity. CRP12-Work productively in teams while using cultural global competence</p>

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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(Content, process, product and learning environment)</i></p> <p>Extension Activities</p> <ul style="list-style-type: none"> • Incorporate challenging assessments • Open forums and debates in the classroom regarding controversial issues. • Utilize advanced materials and resources to meet the needs of students. • Competitive and collaborative projects • Independent projects requiring research skills for assessing information • Anchor Activities • Advanced discussion techniques 	<p>Modifications for Classroom</p> <p>Modifications for Homework/Assignments</p> <ul style="list-style-type: none"> • Modified in-class assignments • Building background information • Simplifying language for presentation • Internet bilingual dictionaries during class and during assignments. • Word banks for tests and quizzes • Developing content area vocabulary • Extended time for all assessments • Use of graphic organizers • Internet text translators • Simplification of requirements • Access to teacher designed Power Points and notes • Concept development • Collaboration between ESL and mainstream classroom teachers. • Pair novice ELLs with advanced ELL's. • High-interest / low-reading-level civics and history materials <p>Modifications for Homework:</p>	<p><i>(Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <ul style="list-style-type: none"> • In-Class-Support • Graphic Organizers • Provide study guides • Extended time on assessments • Research guides • Analogies • Highlighting/underlining • Note-taking guides • Cue cards • Establish timelines • Clarify assignments, directions, instructions • Chapter/lecture notes • Assistive technology • Provide computer programs to assist with written assignments • Highlight key vocabulary • Model skills/techniques • Parent/teacher communication • Provide books on tape/CD/digital media as requested by student when appropriate. • Assign peer helper in class • Pair visual prompts with verbal presentations • Repetition and practice 	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <ul style="list-style-type: none"> • Intervention and Referral Team (I&RS) in-house strategies for teachers. • Extra textbooks at home • Extended time for assignments • Highlight key vocabulary • Pair visual prompts with verbal presentations • Model skills/techniques • Modify assignments • Preferential seating as noted by teacher and student • Parent/teacher communication • Provide books on tape/CD/digital media as requested by student when appropriate. • Assign peer helper in class • Pair visual prompts with verbal presentations • Repetition and practice • Provide copy of class notes • Use of computers to complete assignments as requested by a student • Provide verbal reminder of assignments • Check student independent work • Assist student with planning of

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	<ul style="list-style-type: none"> • Extended time to complete assignments • Internet text translators • Use of graphic organizers • Modified homework assignments • Internet bilingual dictionaries. • Provide student with clearly stated and written expectations and grading criteria for homework. 	<ul style="list-style-type: none"> • Provide verbal reminder of assignments • Check student independent work • Assist student with planning of assignments <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Simplify complicated assignments into smaller units in phases as needed by student • Provide student with clearly stated and written expectations and grading criteria for assignments. <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Establish procedures for accommodations/modifications for assessments 	<p>assignments</p> <ul style="list-style-type: none"> • Assist with technology <p>Modifications for Homework and Assignments:</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Simplify complicated assignments into smaller units in phases as needed by student • Provide student with clearly stated and written expectations and grading criteria for assignments <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Establish procedures for accommodations/modifications for assessment
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CONTENT: Modern America			
Theme: The Origins of the Cold War			
Essential Questions: Why did the United States and the Soviet Union emerge from World War II as two “superpowers”? How did differences between the United States and the Soviet Union lead to a Cold War? What was Truman’s Cold War new containment policy? What were the effects of the Berlin airlift?			
Content (<i>As a result of this learning segment, students will know...</i>) <ul style="list-style-type: none"> The origins of the Cold War will be traced. After WW2 the U.S and the Soviet Union emerge as two “superpowers” with different political and economic systems. The tension between these two powers after the war? President Truman’s Cold War foreign policy consisting of: Containment, the Truman Doctrine and the Marshall Plan. What were the effects of the Berlin airlift? Why was NATO created? 	Skills (<i>As a result of this learning segment, students will be able to...</i>) <ul style="list-style-type: none"> Analyze the emergence of the United States and the Soviet Union from WWII as two “superpowers.” Assess how after WWII, the differences between the U.S and the Soviet Union led to a Cold War. Analyze Truman’s policy of containment: The Truman Doctrine, and The Marshall Plan. Evaluate the creation for new government agencies such as the CIA. Investigate the social, political and economic consequences of US Cold War policy. Investigate the Cold War balance of power (NATO and Warsaw Pact). 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning Do Now assignments 	Standards (NJSLs) 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 Technology Standards: 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4 21st Century Themes and Skills: 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4

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			<u>Career Ready Practice:</u> CRP4 CRP7 CRP11 CRP12
			<u>Time Frame:</u> 5-10 class periods
			<u>Materials:</u> Textbook: <u>2018American History</u> Internet Resources & Websites Chrome books LCD Projectors Project based resources Supplementary Materials

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CONTENT: Modern America			
Theme: The Cold War Heats Up			
Essential Questions: What events led to the Communist takeover in China? What were the differences between the Nationalists versus Communists in China? What global events led to U.S. involvement in Korea? Why did President Truman and General MacArthur disagree regarding the Korean War?			
Content (<i>As a result of this learning segment, students will know...</i>) <ul style="list-style-type: none"> The reasons why China became a Communist nation after World War II. The reason Korea was split into two countries a Communist north and a democratic south. Reasons for civil war between the Nationalists and the Communists in China. Why Korea became a divided nation after World War II? Reasons President Truman and General MacArthur disagreed about how best to proceed in the Korean War. 	Skills (<i>As a result of this learning segment, students will be able to...</i>) <ul style="list-style-type: none"> Assess the reasons why Communists were able to takeover China and be the dominant party. Analyze why Korea became a divided nation. Evaluate reasons for China's civil war. Examine the reasons Korea is still divided 60 years later. South Korea is booming economically while North Korea, struggles with food shortages. Discuss the reason why President Truman fired General MacArthur. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning Do Now assignments 	Standards (NJSLs) 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 <u>Technology Standards:</u> 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4 <u>21st Century Themes and Skills:</u> 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1

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			9.2.12.C.4 <u>Career Ready Practice:</u> CRP4 CRP7 CRP11 CRP12
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CONTENT: Modern America			
Theme: The Cold War at Home			
Essential Questions: What events contributed to a fear among Americans that communism would undermine the security of the United States? What was the House Un-American Activities Committee created for? Why was Hollywood a target of anti-Communist investigations by Congress? Why did the cases of Alger Hiss and the Ethel and Julius Rosenberg elevated anti-Communist sentiment in America? Who was Joseph McCarthy and what tactics did he use in his campaign against Communists?			
Content (<i>As a result of this learning segment, students will know...</i>) <ul style="list-style-type: none"> Reasons Americans were so concerned about the security of the United States and the world. Events leading to the establishment of agencies investigating Communist influence in the U.S and the world, e.g. HUAC. The Hollywood Ten and Hollywood's blacklist. Red Scare, an anti-communist movement contributed to the deaths of Ethel and Julius Rosenberg and the arrest of Alger Hiss. The definition of McCarthyism 	Skills (<i>As a result of this learning segment, students will be able to...</i>) <ul style="list-style-type: none"> Analyze the reasons Americans were concerned about security both domestic and abroad. Assess the events leading to various government investigating agencies. Investigate the Hollywood Ten and Hollywood's blacklist. Examine how the Red Scare contributed to the deaths of Ethel and Julius Rosenberg and the arrest of Alger Hiss. Discuss McCarthy's tactics when investigating suspected communists. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning Do Now assignments 	Standards (NJSLs) 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 Technology Standards: 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4 21st Century Themes and Skills: 9.1.12.D.12 9.1.12.E.5

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CONTENT: Modern America			
Theme: Two Nations Live on the Edge			
Essential Questions: How did the arms race escalate between United States and the Soviet Union? How did Eisenhower's foreign policy contribute to the arms race? What effect did the cold war have on the world? Why did the Soviet Union create the Warsaw Pact? What was the result of the Suez War? What events led to the Hungarian Uprising?			
Content (<i>As a result of this learning segment, students will know...</i>) <ul style="list-style-type: none"> Reasons the United States and the Soviet Union came to the brink of a nuclear holocaust. Events leading to an escalating arms race under President Eisenhower. Reasons the newly formed CIA began to carry out covert operations with governments that had ties to communism. Why the Warsaw Pact was created? Results of the Suez War and the development of the Eisenhower Doctrine Events leading to the Hungarian revolt. 	Skills (<i>As a result of this learning segment, students will be able to...</i>) <ul style="list-style-type: none"> Discuss reasons why the United States and the Soviet Union started an arms race. Analyze reasons why the CIA became involved in carrying out covert operations overseas. Assess the importance of the Warsaw Pact to that of NATO. Evaluate the importance of the Suez War then and now. Discuss the reasons for the Hungarian uprising and why U.N. stayed silent. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning Do Now assignments 	Standards (NJSLs) 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 Technology Standards: 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4

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CONTENT: Modern America			
Theme: Mounting Tensions in the Sixties			
Essential Questions: What was the doctrine of flexible response? How did the Cuban Revolution cement Castro as a leader? How does the Bay of Pigs portray President Kennedy and Fidel Castro to the world? What events led to the Cuban Missile Crisis? How did the Cuban missile crisis create the Berlin Wall? How did the Cold War help to accelerate the space race?			
Content (<i>As a result of this learning segment, students will know...</i>) <ul style="list-style-type: none"> • The definition of flexible response • Reasons Castro decided to become a revolutionary and embrace communism. • Reasons Kennedy looked weak as a result of the Bay of Pigs while Castro looked victorious. • Events leading to the Cuban Missile Crisis on the brink of nuclear war. • Analyze how President Kennedy tried to contain communism with Cuba and Berlin next. • The causes leading to American scientists challenging Soviet technology by sending a man to the moon. 	Skills (<i>As a result of this learning segment, students will be able to...</i>) <ul style="list-style-type: none"> • Assess Kennedy's policy of flexible response • Evaluate reasons why Castro and communism succeeded in Cuba. • Analyze the failure of the Bay of Pigs • Investigate how close the U.S. and Cuba came to nuclear war. • Evaluate the construction of the Berlin Wall. • Analyze the relationship between the cold war and the space race. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> • Section Tests • Marking Period Tests • Quizzes • Cooperative/Collaborative Group Evaluations • Research Papers/Essays • Presentations • PowerPoint Presentations • Internet/Library Research • Homework • Chrome books • Teacher prepared documents • Cooperative Learning • Internet/Library research • Cross curriculum learning • Do Now assignments 	Standards (NJSLs) 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 Technology Standards: 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4

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CONTENT: Modern America			
Theme: The End of the Cold War			
Essential Questions: What role did realpolitik play under Nixon's foreign policy? When did U.S. foreign policy shift from containment to détente? How did President Nixon's trip to China change U.S relations? Why were Nixon's foreign policy achievements important?		What led to the collapse of détente during the Carter years? What effects did the Soviet invasion of Afghanistan have on the United States? What caused the collapse of the Soviet Union? How did President Reagan help end the Cold War?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> • The role Nixon's foreign policy will play for the future. • The shifting role of the U.S foreign policy under Nixon and the importance of his trip to China. • Events leading to the collapse of détente under President Carter. • The strain of the U.S.-Soviet relationship after the invasion of Afghanistan. • The impact President Regan had on ending the cold war. 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> • Analyze how the Nixon Administration impacted foreign policy with China • Assess the impact of the collapse of détente under President Carter • Evaluate the causes of the collapse of the Soviet Union • Discuss the impact President Reagan had on ending the cold war. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> • Section Tests • Marking Period Tests • Quizzes • Cooperative/Collaborative Group Evaluations • Research Papers/Essays • Presentations • PowerPoint Presentations • Internet/Library Research • Homework • Chrome books • Teacher prepared documents • Cooperative Learning • Internet/Library research • Cross curriculum learning • Do Now assignments 	Standards (NJSLs) 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 Technology Standards: 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4 21st Century Themes and Skills: 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4

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CONTENT: Modern America			
Theme: Postwar America - The American Dream in the Fifties - Popular Culture- The Other America			
Essential Questions: What problems did Americans have to face after World War II? How did the Bill of Rights help World War II veterans? What was the economic boom for Americans in the 1950s? Why did many African Americans demand their rights as citizens? What were President Truman's achievements? What factors contributed to Republican victories?		What is the definition of franchise and conglomerate? How did the emergence of organized labor unions help the average worker? How did the baby boom effect life in America? What role did television and rock n' roll play in the American life in the 1950s? What role did African Americans play in 1950's America? What is white flight?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> The problems Americans had to deal with after World War II How the GI Bill of Rights helped World War II veterans? The economic boom for Americans in the 1950's. The social unrest for African-Americans after World War II. Evaluate President Truman's achievements as president. The factors leading to Republican victories. The definition of franchise and conglomerates. The emergence of organized labor unions. The bay boom effective on American life in the 1950s. The effects of the automobile in the 1950s. The rise of consumerism in the 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Analyze the economic, social and political issues facing America after World War II. Evaluate the various programs started to help veterans and American families in the 1950s. Describe the social, political and economic plight faced by minority communities such as African Americans as well as Mexican Americans at this time. Assess the political landscape for the democrats and republicans. Discuss the economic success as well as failures in the 1950s. Understand the impact baby boomers had on the economy as consumers. Analyze the importance television in the 1950s. Describe the impact the 1950s had 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning Do Now assignments 	<u>Standards (NJSLs)</u> 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 <u>Technology Standards:</u> 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4

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<p>1950s</p> <ul style="list-style-type: none"> • The role television played on the American culture in the 1950s. • The influence of African Americans and Rock ‘N’ Roll in the 1950s. • The gap between the rich and poor in the 1950s. • The effect white flight had on American cities. • Mexican immigrants social and political activism is awoken in the 1950s. 	<p>on African Americans and other minorities.</p> <ul style="list-style-type: none"> • Discuss the meaning of white flight and its social, economic and political impact to cities. 		<p><u>21st Century Themes and Skills:</u> 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4</p> <p><u>Career Ready Practice:</u> CRP4 CRP7 CRP11 CRP12</p> <p><u>Time Frame:</u> 5-10 class periods</p> <p><u>Materials:</u> Textbook: <u>2018 American History</u> Internet Resources & Websites Chrome books LCD Projectors Project based resources Supplementary Materials</p>
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CONTENT: Modern America			
Theme: The Era of Social Change- Kennedy and the New Frontier and Johnson and the Great Society			
Essential Questions: What factors led to a Kennedy win in the 1960 election? What was Kennedy's New Frontier? How did President Kennedy address poverty overseas? What direction was the Kennedy administration heading toward in 1963? What was the political impact of the Kennedy assassination?		How was President Johnson's Great Society going to address poverty, health care, education and housing issues? Why was the Economic Opportunity Act enacted in 1964? How did the Immigration Act of 1965 change immigration laws? What were some issues addressed by the Warren Court? What issues affected Johnson's Great Society?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> Factors contributing to the election of President Kennedy and the democrats. The impact of Kennedy's New Frontier and Camelot. Programs initiated under Kennedy to help poverty overseas which still exist today. The political impact President Kennedy's assassination made at home and abroad. Understanding the impact of the Great Society. Describing important legislation passed under President Johnson. The role the Warren Court played on American society. Events and issues impacting the Great Society The historic decisions of the Supreme Court of the 1960s. 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Analyze the election of President Kennedy in the 1960 election. Evaluate the New Frontier and Camelot. Assess the programs used by the Kennedy administration to address poverty home and abroad. Examine the political fallout from the Kennedy assassination. Understand the impact of the Great Society Describe President Johnson's domestic agenda Analyze the reforms of the Warren Court Discuss the problems of the Great Society Analyze the historic decisions of the supreme court of the 1960s and its impact 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning Do Now assignments 	Standards (NJSLs) 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 Technology Standards: 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4

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			<u>Time Frame:</u> 5-10 class periods
			<u>Materials:</u> Textbook: <u>2018 American History</u> Internet Resources & Websites Chrome books LCD Projectors Project based resources Supplementary Materials

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MODERN AMERICA

CONTENT: Modern America			
Theme: Culture and Counterculture and Environmental Activism			
Essential Questions: What fueled the counterculture movement? What events led to the decline of the counterculture movement? What role did art, and music symbolize for young Americans? How did Conservatives react to the counterculture?		What contributed to environmental activism? How did Rachel Carson's book impact the way Americans viewed the environment? What were the environmental issues of the 1970s? What are the goals of supporters and opponents of the environmental movement?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> The impact of the counterculture on society. Factors contributing to the decline of the counterculture. Reaction of conservatives to the counterculture. Events leading to environmental activism. The role Rachel Carson 's book played on the environment. Understanding the environmental issues of the 1970s The role opposing environmental groups had on legislation. 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Analyze the impact of the counterculture movement. Examine the factors that contributed to the decline of the counterculture. Evaluate the reaction conservatives had to the counterculture. Assess the environmental activism movement Discuss the role Rachel Carson 's book had on the environment Analyze the role opposing environmental groups had on the environment. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning Do Now assignments 	Standards: (NJSLs) 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 Technology Standards: 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4 21st Century Themes and Skills: 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4

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CONTENT: Modern America			
Theme: Civil Rights- Taking on Segregation and The Triumphs of a Crusade			
Essential Questions: What were Jim Crow Laws and how did it affect African Americans? How did the <i>Brown</i> decision help to desegregate schools In 21 states? Why weren't all schools in the country desegregated after the <i>Brown</i> decision? What was the Montgomery Bus Boycott and who were the key players?		What role did Martin King Jr. play in the civil rights movement? Who were the freedom riders and what did they expect to accomplish? What was the importance of the James Meredith court case? What was the significance of the Civil Rights Acts of the 1950s and 1960s? What role did Freedom Summer play in the civil rights movement?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> The impact of Jim Crow on African Americans in the south. The importance of the <i>Brown</i> decision in desegregating schools. The role boycotts and marches played in the civil rights movement. The civil rights leaders who helped spread the movement. The reaction to the freedom riders. The significance of James Meredith in the civil rights movement. The Civil rights laws of the 1950s and 1960s. 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Analyze the impact of the Jim Crow laws on African Americans. Discuss the importance of the <i>Brown v. Board of Education of Topeka</i> case in desegregating schools. Assess the role marches and boycotts played in the civil rights movement. Examine key civil rights leaders of the movement. Evaluate the significance of the federal court case won by James Meredith in 1962. Discuss the civil rights laws. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning Do Now assignments 	Standards: (NJSLs) 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 Technology Standards: 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4 21st Century Themes and Skills: 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4

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CONTENT: Modern America			
Theme: Challenges and Changes in the Movement			
Essential Questions: How did disagreements among civil rights groups lead to the rise of the Black Power movement? What were some of the reasons for urban riots in the 1960s?		Who were the new leaders representing the voices of discontented African Americans in the 1960s? Who were the Black Panthers? How did African American communities react after the assassination of Martin Luther King Jr.?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> Reasons for disagreements among civil rights groups reflected in the Black Power movement. The reason for urban riots in the 1960s. The reaction of new leaders representing voices of discontented African Americans in the 1960s. The role Black Panthers played in the 1960s. The social turmoil in the African American communities after the assassination of MLK. 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Analyze the disagreements among civil rights groups and the rise of black power movements. Examine the causes of urban riots in the 1960s. Assess the voices of new leaders representing discontent in the African American communities. Discuss the role Black Panthers played in this movement. Evaluate the social turmoil in the African American communities after the assassination of MLK. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning Do Now assignments 	<u>Standards: (NJSL)</u> 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 <u>Technology Standards:</u> 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4 <u>21st Century Themes and Skills:</u> 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4

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CONTENT: Modern America			
Theme: Hispanic and Native Americans Seek Equality			
Essential Questions: Who was Cesar Chavez and what role did he play in obtaining civil rights for Hispanic Americans? What problems did different groups of Hispanic American immigrants share?		What was the Chicano movement? Why was unionization a way to improve working conditions and wages? What were the demands of the American Indian Movement organizers? What were some Native American legal victories?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> The role Cesar Chavez played in obtaining civil rights for Hispanic Americans. Problems all Hispanic American immigrants shared. The foundation of the Chicano movement and La Raza Unida. The role unions played in improving the lives of immigrants. The importance of the American Indian Movement. The legal victories of Native Americans. 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Analyze the role Cesar Chavez played in obtaining civil rights for Hispanic Americans. Discuss the problems shared by all Hispanic American immigrants. Examine the various Hispanic American civil rights organizations. Evaluate the role unions played in improving the lives of immigrants. Recognize the American Indian Movement organization. Assess the legal victories of Native Americans. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning Do Now assignments 	Standards: (NJSL) 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 Technology Standards: 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4 21st Century Themes and Skills: 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4

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CONTENT: Modern America			
Theme: Women Fight for Equality			
Essential Questions: What is the definition of feminism? What effects did the civil rights and the antiwar movements have on women? Why was the National Organization for Women (NOW) created?		What roles did Gloria Steinem and Betty Friedan play in the women's movement? What was the Supreme Court's decision in the <i>Roe v. Wade</i> case? What concerns motivated people who were against the ERA?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> The role feminists played in the women's movement of the 1960s. The effects civil rights and antiwar movements had on the women's movement. Events leading to the creation of the National Organization for Women Recognize the roles Gloria Steinem and Betty Friedan played in the women's movement. The significance of the Supreme Court's decision in the <i>Roe v. Wade</i> case. Reasons people were not supportive of the ERA. 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Comprehend the feminist movement of the 1960s. Analyze the effects civil rights and antiwar movements on women. Evaluate the reasoning behind the National Organization for Women or NOW. Examine the role Gloria Steinem played in the women's movement. Analyze the Supreme Court's decision in the <i>Roe v. Wade</i> case. Discuss the reasons some women were against the ERA. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning Do Now assignments 	Standards:(NJSLs) 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 Technology Standards: 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4 21st Century Themes and Skills: 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4

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CONTENT: Modern America			
Theme: The Struggle Continues			
Essential Questions: How has the various civil rights movements been effective in creating political, economic, and social equality in the United States? What political gains did African Americans make during the 1980s? What progress and obstacles did different minority groups experience in the 1980s and 1990s? What progress did women achieve in the 1980s and 1990s? How has the federal government worked to protect the rights of students and Americans with disabilities?			
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> The connection between the various civil rights movements and political, economic, and social equality in the U.S. The impact African Americans made in politics in the 1980s. The gains and losses achieved by different minority groups in the 1980s and 1990s. Factors contributing to the progress women achieved in the 1980s and 1990s. The role of the federal government to protect the rights of students and Americans with disabilities. 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Analyze the connection between the various civil rights movements and political, economic, and social equality in the U.S. Discuss achievements of African Americans in politics in the 1980s. Assess the gain and losses achieved by different minority groups in the 1980s and 1990s. Discuss factors contributing to the progress women achieved in the 1980s and 1990s. Evaluate the role of the federal government to protect the rights of students and Americans with disabilities. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning Do Now assignments 	<u>Standards:(NJSL)</u> 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 <u>Technology Standards:</u> 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4 <u>21st Century Themes and Skills:</u> 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4

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CONTENT: Modern America			
Theme: The Vietnam War- Moving Toward Conflict			
Essential Questions: How and why did the United States support France's Vietnam War? What was President's Eisenhower's explanation behind the Domino Theory? Who was Ho Chi Minh? What were the terms of the 1954 Geneva Accords?		What was the purpose of the 1956 elections? What issues surrounding the war divided the country? How did events in 1968 alter the minds of the American people? What authority did the Tonkin Gulf Resolution give to the President Johnson?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> Reasons for the United States involvement in the Vietnam War. Rationale behind the Domino Theory Events leading to the rise of Ho Chi Min Explain the 1954 Geneva Accords Purpose of the 1956 elections Issues dividing the country including the events of 1968 Describe the authority the Tonkin Gulf Resolution gave to the presidency 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Analyze the United States involvement in the Vietnam War. Examine the Domino Theory and its ramifications. Assess the issues leading to the rise of Ho Chi Min Evaluate the U.S. non-supportive role in the 1954 Geneva Accords. Analyze the significance of the 1956 elections. Reflect on the issues of 1968 affecting the mood of the country. Analyze the Tonkin Gulf Resolution. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning Do Now assignments 	Standards:(NJSL) 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 Technology Standards: 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4 21st Century Themes and Skills: 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4

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CONTENT: Modern America			
Theme: U.S. Involvement and Escalation			
Essential Questions: Why did President Johnson increase U.S. involvement in Vietnam? What differing opinions did Johnson's advisors have about the war? How did jungle warfare and guerilla tactics affect the nature of the war for America? Why did the war begin to lose support at home? Why was morale so low for U.S troops?			
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> The role the public plays in the escalation of the Vietnam War. Conflicting opinions by white house advisors regarding the war. How to compare and contrast guerrilla war tactics to traditional frontline warfare. Reasons why Americans began to oppose the war. Reasons that contributed to low morale of U.S. troops during the Vietnam War. 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Assess the issues surrounding the escalation of the war. Examine conflicts within the Johnson Administration. Compare and contrast guerrilla tactics to traditional warfare in losing the war. Evaluate why the war began to lose support at home. Engage in factors that contributed to low morale of U.S. troops in Vietnam. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning 	<u>Standards:(NJSL)</u> 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 <u>Technology Standards:</u> 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4

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CONTENT: Modern America			
Theme: A Nation Divided			
Essential Questions: How were U.S. forces mobilized for war? What groups comprised the protest movement during the Vietnam War? What issues did Africa Americans face while serving in the war?		What were the roots of opposition to the war? Who were the hawks and doves? What reasons did Johnson have for escalating U.S. involvement in Vietnam?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> The process U.S. forces used in mobilizing for war. The emergence of various organizations opposed to the war in Vietnam. Issues African-Americans faced while serving in the war. Reasons Americans opposed the war in Vietnam. Compare and contrast philosophies of the hawks and doves. Evaluate the reasons President Johnson escalated U.S. involvement in Vietnam. 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Analyze how the U.S. was able to mobilize for war. Discuss the emerging groups that formed the Protest Movement during the Vietnam War. Describe the race-related problems that American-American soldiers experienced while serving in Vietnam? Evaluate the reasons the country was so divided about the war. Compare and contrast the opinions of the hawks and the doves. Assess the issues surrounding the escalation of the war. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning 	<u>Standards:(NJSLs)</u> 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 <u>Technology Standards:</u> 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4 <u>21st Century Themes and Skills:</u> 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4

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CONTENT: Modern America			
Theme: 1968: A Tumultuous Year			
Essential Questions: What was the Tet Offensive and how did it change public opinion about the war? What events in 1968 accentuated the nation's divisions?		Why was 1968 characterized as a year of "lost control" in America? How did the election of 1968 illustrate divisions in America? What circumstances contributed to President Johnson's announcement to not run for office?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> The impact the Tet Offensive had on the American people. How the events of 1968 resulted in violence and protest in the U.S. The reasons the 1968 election polarized a divided nation. Circumstances contributing to President Johnson's withdrawal for another term as president. 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Evaluate the reasons why the Tet Offensive turns the war. Analyze how the events of 1968 led to a divided nation. Assess the reasons why the 1968 elections further divided the nation. Engage in analysis explaining the circumstances President Johnson decided not to run for office. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning 	<u>Standards:(NJSLs)</u> 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 <u>Technology Standards:</u> 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4 <u>21st Century Themes and Skills:</u> 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4

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CONTENT: Modern America			
Theme: The End of the Year and Its Legacy			
Essential Questions: What did Nixon mean by Vietnamization and what was its impact on the United States? What was Nixon's "Madman theory" strategy? What was the silent majority comprised of? What events continued to divide the country?		How did Nixon justify invading Cambodia and Laos? How did the campus shooting demonstrate the continued divisions in the country? What led to the agreement to end the war in Vietnam? How were returning Vietnam veterans treated by the nation? How did the War Powers Act impact the role of the president?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> • The terms Vietnamization and Nixon's "Madman Theory." • The people behind the silent majority. • Events that contributed to a divided nation. • Reasons for invading Cambodia and Laos. • Events impacting a divided nation such as campus shootings. • The agreement to end the war in Vietnam. • The nation's treatment of returning vets. • The role of the War Power Act in curbing presidential powers. 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> • Explain Nixon's plan known as Vietnamization. • Define Nixon's "Madman Theory" strategy. • Analyze the silent majority in America. • Assess events contributing to a divided nation. • Discuss the events leading to the invasion of Cambodia and Laos. • Explain events contributing to the end of the War. • Analyze the treatment given to returning Vietnam veterans by the nation. • Examine steps taken to curb the president's war-making power or the War Powers Act 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> • Section Tests • Marking Period Tests • Quizzes • Cooperative/Collaborative Group Evaluations • Research Papers/Essays • Presentations • PowerPoint Presentations • Internet/Library Research • Homework • Chrome books • Teacher prepared documents • Cooperative Learning • Internet/Library research • Cross curriculum learning 	<u>Standards:(NJSLs)</u> 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 <u>Technology Standards:</u> 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4

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CONTENT: Modern America			
Theme: Transitions and Conservatism-The Nixon Administration			
Essential Questions: What was Nixon's New Conservatism? How did President Nixon both strengthen and weaken federal programs?		What was Nixon's Southern Strategy and how was it implemented? Why did President Nixon oppose the extension of the Voting Rights Act? What were the causes of stagflation?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> Transition from Johnson's liberal policies to Nixon's new conservatism. President Nixon's agenda to reduce the size and influence of the federal government. The dual role Nixon's New Federalism in enhancing federal programs and dismantling others. Creation of the Southern Strategy to attract southern conservatives. The administration's opposition to the extension of the Voting Rights Act of 1965. Causes and effects of a stagnant economy called stagflation. 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Define Nixon's New Conservatism for the nation. Explain how President Nixon both strengthened and weakened federal programs. Analyze Nixon's plan to attract southern conservative democrats or the Southern Strategy. Reasons for Nixon's opposition to the extension of the Voting Rights Act. Discuss the causes of stagflation. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning 	<u>Standards:(NJSLs)</u> 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 <u>Technology Standards:</u> 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4 <u>21st Century Themes and Skills:</u> 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4

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CONTENT: Modern America			
Theme: Watergate: Nixon's Downfall			
Essential Questions: What was the Watergate scandal about and who were the people involved? What role did the media play in the Watergate story? What were the White House tapes?		Why did the Senate begin its own Watergate investigation? What was the Saturday Night Massacre? What factors contributed to the fall of the president? What were the effects of the Watergate scandal?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> The Watergate scandal and its connection to the Nixon administration and the attempt to cover up the burglary of the Democratic National Committee headquarters at the Watergate office. The role the president's advisors played in the Watergate scandal. The involvement of the <i>Washington Post</i> reporters Bob Woodward and Carl Bernstein in exposing the break-in. Impact of the Saturday Night Massacre on the Watergate investigation. Reasons for the Senate to begin its own investigation of Watergate. The role taken by the House Judiciary Committee to impeach the president. 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Examine the events leading to the Watergate scandal during the Nixon administration. Analyze the president's advisors involved in the Watergate scandal. Investigate the role the media played in exposing the Watergate scandal. Evaluate the Senate investigations and the Saturday Night Massacre. Assess the factors contributing to the fall of the president. Analyze the effects of Watergate scandal on the Nation. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning 	<u>Standards:(NJSL)</u> 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 <u>Technology Standards:</u> 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4 <u>21st Century Themes and Skills:</u> 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4

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CONTENT: Modern America			
Theme: The Ford and Carter Years			
Essential Questions: Why did President Ford choose to pardon Nixon amid mounting public opposition? How did President Ford try to curb inflation during the 1970s? Why was it important for the Ford administration to curb government regulations? What factors contributed to President Carter's election?		How did President Carter try to combat the economic crisis? How did the 1970s reflect innovative television programming and advances in computer technology? What were the problems associated with President Carter's foreign policy? Why was the Camp David Accords agreement considered a success? What was the 1978 historic Supreme Court decision of the University of California v. Bakke	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> • Debate the decision by President Gerald R. Ford to pardon President Nixon. • Reasons why President Ford calls on Americans to cut back and take other energy-saving measures while cutting government spending. • The role of government regulation, to bring down prices by increasing competition. • Analyze the division among Republicans concerning Ford's leadership leading to the nomination of Jimmy Carter. • The connection between fuel shortages in the U.S in 1979 and no substantive economic policies resulting in an economic crisis. • The impact of Television 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> • Analyze the reasons for President Ford's pardon of President Nixon. • Evaluate President Ford's plan for voluntary action to help curb inflation. • Examine President Ford's ideas to reform government regulation. • Discuss the events that led to a Carter presidency. • Assess the economic trends experienced during the Carter administration. • Examine television programming in the 1970s. • Analyze innovation in computer technology. • Discuss whether human rights concerns should dictate U.S. foreign policy. • Assess the Camp David Accords 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> • Section Tests • Marking Period Tests • Quizzes • Cooperative/Collaborative Group Evaluations • Research Papers/Essays • Presentations • PowerPoint Presentations • Internet/Library Research • Homework • Chrome books • Teacher prepared documents • Cooperative Learning • Internet/Library research • Cross curriculum learning 	<u>Standards:(NJSLs)</u> 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 <u>Technology Standards:</u> 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4

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<p>programming in the 1970s and significant advances in computer technology.</p> <ul style="list-style-type: none"> • The cause and effect of President Carter's foreign policy based on human rights while undercutting allies and giving up the Panama Canal. • The result of the first signed peace agreement between an Arab country and the state of Israel known as the Camp David Accords. • The SCOTUS landmark decision in the University of California v. Bakke case. 	<p>and its impact on the Middle East.</p> <ul style="list-style-type: none"> • Discuss the ruling of the University of California v. Bakke case. 		<p><u>21st Century Themes and Skills:</u> 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4</p> <p><u>Career Ready Practice:</u> CRP4 CRP7 CRP11 CRP12</p> <p><u>Time Frame:</u> 5-10 class periods</p> <p><u>Materials:</u> Textbook: 2018 American History Internet Resources & Websites Chrome books LCD Projectors Project based resources Supplementary Materials</p>
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CONTENT: Modern America			
Theme: A Conservative Movement Emerges			
Essential Questions: What were the factors that contributed to the conservative movement of the 1980s? What were the goals of the Conservative Movement? What was the New Right?		What was the Conservative Coalition? What was the role of the Moral Majority? What factors contributed to Ronald Reagan's victory in 1980, and 1984?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> The reason why Conservatives argued since 1964, that state governments, businesses, and individuals needed more freedom from government in Washington. Reasons why the Conservative Movement wanted to shrink the size of federal government and spending, strengthen national defense, promote family values and stimulate business. The role of the Conservative coalition and its alliance of business leaders, middle-class voters, disaffected Democrats and fundamentalist Christian groups all in favor of the right. The Moral Majority led by Jerry Falwell and Pat Robertson, evangelical and fundamentalist Christians who believed in absolute standards of right and wrong. 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Analyze the factors that contributed to the conservative movement of the 1980s. Examine the goals of the conservative movement. Assess the issues affecting the New Right. Discuss groups and people forming the conservative coalition. Describe moral majority under Ronald Reagan. Analyze conservative victories in 1980, 1984, and 1988. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning 	<u>Standards:(NJSL)</u> 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 <u>Technology Standards:</u> 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4 <u>21st Century Themes and Skills:</u> 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4

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<ul style="list-style-type: none">Events leading to the Iranian hostage crisis, a weak economy under Carter, paving the way for a Reagan win.			<u>Career Ready Practice</u> CRP4 CRP7 CRP11 CRP12
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CONTENT: Modern America			
Theme: Reagan and Bush Confront Domestic Concerns			
Essential Questions: What factors formed the basis of “Reaganomics?” Why was “Reaganomics” so dependent on supply-side economics? What were President Reagan’s social and policy goals?		Why was Reagan’s deregulation of the economy such an important objective for his administration? How did local governments deal with the crisis arising in health, education and safety? Why was President Bush unable to get major domestic programs passed?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> • “Reaganomics” and its plan for: budget cuts, tax cuts, and increased defense spending. • Reagan’s policy goal was a judicial power shift to the right and a deregulation of the economy. • Reagan’s social goal was the AIDS issue, abortion, drug abuse, education and urban issues. • Reasons why President Bush’s policies were plagued by a weak economy and tax hikes. 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> • Define the basis of “Reaganomics” and its impact on the economy. • Comprehend new approaches to taxes and the federal budget based on supply-side economics. • Evaluate President Reagan’s social and policy goals. • Analyze Reagan’s deregulation of the economy. • Assess the role local governments played in dealing with the health, education, and safety crisis. • Discuss President Bush’s domestic policies. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> • Section Tests • Marking Period Tests • Quizzes • Cooperative/Collaborative Group Evaluations • Research Papers/Essays • Presentations • PowerPoint Presentations • Internet/Library Research • Homework • Chrome books • Teacher prepared documents • Cooperative Learning • Internet/Library research • Cross curriculum learning 	<u>Standards:(NJSL)</u> 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 <u>Technology Standards:</u> 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4 <u>21st Century Themes and Skills:</u> 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4

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CONTENT: Modern America			
Theme: Foreign Policy Under Reagan and Bush			
Essential Questions: What was Reagan's foreign policy in Africa and Asia? What was Bush's foreign policy in Africa and Asia? How did President Bush react to the demonstrations in Beijing's Tiananmen Square?		What was America's influence in Central America and the Caribbean? Who were the Sandinistas and the Contras? Why did the United States send troops to Panama in 1989? What issues led to the conflict in the Middle East? What was Operation Desert Storm?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> • Compare President Bush's foreign policy toward China to that of President Reagan's toward South Africa. • The reasons Reagan and Bush administrations opposed left-leaning and socialist governments in favor of governments friendly to the U.S. in Central America and the Caribbean. • Impact of negotiating conflicts between shifting governments, with the U.S., scandals and Desert Storm. 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> • Compare President Bush's foreign policy toward China to that of President Reagan's toward South Africa. • Examine President Bush's reaction to the demonstrations in Beijing's Tiananmen Square. • Describe America's influence in Central America and the Caribbean. • Discuss the differences between the Sandinistas and the Contras. • Evaluate the issues that led to Middle East conflicts. • Define and analyze Operation Desert Storm. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> • Section Tests • Marking Period Tests • Quizzes • Cooperative/Collaborative Group Evaluations • Research Papers/Essays • Presentations • PowerPoint Presentations • Internet/Library Research • Homework • Chrome books • Teacher prepared documents • Cooperative Learning • Internet/Library research • Cross curriculum learning 	Standards:(NJSL) 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 Technology Standards: 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4 21st Century Themes and Skills: 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4

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CONTENT: Modern America			
Theme: Into a New Millennium-The Clinton Years			
Essential Questions: What factors lead to a Clinton presidency? What was the “New “ democrat? What were some key reforms under President Clinton? What Was President Clinton’s foreign policy? Which areas of the economy grew and which did not?		What factors led to Clinton’s reelection? What happened following the investigation of President Clinton? How did an improved economy and larger police force help to lower crime rates in the 1990s? What were the reasons behind terrorists attacks during the Clinton administration?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> Events leading to a President Clinton win and strengthening the nation’s economy while leading the Democratic Party in a moderate direction. The role Clinton reforms played in creating affordable health care, and reducing the federal budget. The question of U.S. intervention overseas and the globalization of the economy presented President Clinton with challenges. How President Clinton and the Congress were able to reduce the deficit contributing to his 1996 reelection. Events leading to a 1998 House of Representatives approval of two articles of impeachment, charging the president with perjury and obstruction of justice. The improved economy and larger 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Analyze the events that led to a Clinton presidency. Examine Clinton’s “New” democrat. Describe the key reforms with a Clinton presidency. Evaluate events affected by Clinton’s foreign policy. Assess reasons for President Clinton’s impeachment. Discuss the areas of the economy that grew and those that did not. Analyze the events that led to lower crime rates in the 1990s. Assess the reasons behind terrorist attacks during the Clinton administration. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning 	<u>Standards:(NJSLs)</u> 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 <u>Technology Standards:</u> 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4

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<p>police forces combined to lower crime rates in the 1990s.</p> <ul style="list-style-type: none"> • Terrorism and violence were on the rise both within the country and in other nations. 			<p><u>21st Century Themes and Skills:</u> 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4</p> <p><u>Career Ready Practice</u> CRP4 CRP7 CRP11 CRP12</p> <p><u>Time Frame:</u> 5-10 class periods</p> <p><u>Materials:</u> Textbook: <u>2018 American History</u> Internet Resources & Websites Chrome books LCD Projectors Project based resources Supplementary Materials</p>
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CONTENT: Modern America			
Theme: The Bush Administration			
Essential Questions: What role did the Electoral College play in the 2000 election? What happened on September 11, 2001? How did the Bush administration respond to the events of September 11, 2001? Why was the USA PATRIOT Act signed into law? What was President Bush's foreign policy?		What were President Bush's domestic goals? What events helped to get Bush reelected in 2004? How did President Bush's administration affect tax policy and education? How did the economy change under President Bush? What was the Supreme Court decision involving Kelo v. City of New London?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> Assess the strengths and weaknesses of the 2000 election. Reasons 3,000 people were killed in the attacks of terrorism of the World Trade Center and the Pentagon. The reason the PATRIOT Act was signed, was to give government the power to conduct search and surveillance of suspected terrorists. In 2003 Bush expanded the war on terrorism to Iraq. Reasons President Bush established education reform such as NCLB requiring mandatory testing of basic skills. Analysis of why Bush's second term, the administration was criticized for spying, and its response to Hurricane Katrina. Events leading to the country 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Assess the strengths and weaknesses of the 2000 election. Analyze the events and the presidents response to September 11, 2001 terrorist attack. Examine USA PATRIOT Act. Review Bush's foreign and domestic policies. Elaborate on the reasons for Bush 's reelection in 2004. Discuss the affect the president had on taxes and education. Examine ways Bush tried to limit the country's economic problems. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning 	Standards:(NJSLs) 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 Technology Standards: 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4

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entering a financial crisis.			<p><u>21st Century Themes and Skills:</u> 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4</p> <p><u>Career Ready Practice</u> CRP4 CRP7 CRP11 CRP12</p> <p><u>Time Frame:</u> 5-10 class periods</p> <p><u>Materials:</u> Textbook: <u>2018 American History</u> Internet Resources & Websites Chrome books LCD Projectors Project based resources Supplementary Materials</p>
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CONTENT: Modern America			
Theme: Obama's Presidency			
Essential Questions: What factors contributed to the 2008 election of President Obama? How did President Obama plan to stimulate the economy? Define the Patient Protection and Affordable Care Act otherwise called Obamacare?		Why did environmentalist criticize the Keystone XL pipeline? What foreign policy challenges did the Obama administration face? Why was President Obama's second term met with resistance? What impact did President Obama have on foreign policies regarding Cuba and Iran?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> Events such as the war in Iraq and a deteriorating economy contributed to President Bush's unpopularity and the rise of the Democratic Party. Reasons why in 2009 Obama passed (ARRA) which distributed over \$8billion in funds to individuals in the form of tax credits and programs such as Medicaid, food stamps, and unemployment benefits. The impact of the 2010 protection and Affordable Care Act or Obamacare. Compare and contrast the Keystone XL pipeline debate. Challenges the Obama administration faced many foreign policy challenges such as Afghanistan, and Benghazi. The causes resulting in Republicans gaining back a majority of seats in the House of 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Analyze the events that contributed to President Obama's 2008 election win. Discuss Obama's domestic agenda to stimulate the economy. Examine the Patient Protection and Affordable Care Act or Obamacare. Assess the Keystone XL pipeline debate. Elaborate on foreign policy challenges faced by the Obama administration. Discuss the main issues in the 2012 elections. Analyze the impact President Obama had on foreign policies related to Cuba and Iran. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning 	Standards ®NJSLs 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 <u>Technology Standards:</u> 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4 <u>21st Century Themes and Skills:</u> 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4

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<p>Representatives and resisting Obama's agenda.</p> <ul style="list-style-type: none">• The reasons why Obama normalized diplomatic relations with Cuba and in 2015 relieved sanctions against Iran.			<p><u>Career Ready Practice</u> CRP4 CRP7 CRP11 CRP12</p> <p><u>Time Frame:</u> 5-10 class periods</p> <p><u>Materials:</u> Textbook: <u>2018 American History</u> Internet Resources & Websites Chrome books LCD Projectors Project based resources Supplementary Materials</p>
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CONTENT: Modern America			
Theme: Technology Shapes Life			
Essential Questions: What is the Communications Revolution and how has it affected businesses and people? How has the Telecommunications Act of 1996 helped to legislate technology? How has technology revolutionized robotics, space exploration and medicine? How is technology access to education worldwide? How has technology helped to improve many forms of diseases?			
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> The impact of the Communication Revolution allowing high-tech devices to become more affordable. The Telecommunications Act of 1996 increased competition in the industry and paved the way for major media mergers. Reasons why scientific advances revolutionized robotics, space exploration, and medicine. The role of technology in improving cancer survival rates, stem cell research, and the HIV virus survival rates. 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Define the Communications Revolution and its impact on the nation. Analyze the importance of legislating technology. Compare and contrast the positive and negative developments of the communication revolution. Assess the impact technology has on education worldwide. Evaluate the role technology plays in treating many diseases. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning 	<u>Standards:(NJSL)</u> 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 <u>Technology Standards:</u> 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4 <u>21st Century Themes and Skills:</u> 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4

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			<u>Career Ready Practice</u> CRP4 CRP7 CRP11 CRP12
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CONTENT: Modern America			
Theme: The Changing Face of America			
Essential Questions: Why has there been a population shift back to cities? What is gentrification and how has it helped cities? What are some challenges facing urban areas?		How has America placed new demands on programs that provide care for the elderly? How has the population of the United States been transformed by immigration?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> The reason Gentrification has attracted young single adults back to the cities. How urban areas face challenges due to natural disasters, such as extreme weather, hurricanes, blizzards, and earthquakes. The demands the graying of America has placed on the country's programs that provide care for the elderly such as Medicare, and Social Security. Debate the effects of immigration on the country. 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Analyze the reasons for population shifts back to cities. Define gentrification and its impact on cities. Examine the challenges facing urban cities in America. Elaborate on new demands on programs for the elderly. Discuss how the U.S. has been transformed by immigration. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning 	Standards:(NJSL) 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 Technology Standards: 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4 21st Century Themes and Skills: 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4

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CONTENT: Modern America			
Theme: The United States in the 21 st Century-National Security and Public Safety			
Essential Questions: How has terrorism and modern technology increased the difficulty in keeping Americans safe? How does the internet affect the spread of radical ideas? What constitutes domestic terrorism? What constitutes foreign terrorism?		What is the connection between terrorism and the USA PATRIOT Act? How does intelligence agencies and law enforcement use technology for surveillance? What is the National Security Agency (NSA)? Who is Edward Snowden and how has his actions affected the obtaining of surveillance. What recent developments have affected law enforcement?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> The connection between modern technology and terrorism by posting hate- filled videos, manifestos, and recruitment appeals on websites and social media. Elaborate on the domestic and foreign terrorism. Assess the connection between terrorism and the PATRIOT Act. The connection between terrorist use of the Internet and social media to recruit new members, and intelligence agencies and law enforcement use of technology to track their activities. Define the NSA and debate Edward Snowden’s role as heroic or as a traitor. 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Identify the connection between technology and the safety of the U.S. Analyze the role the Internet plays in spreading radical ideas. Elaborate on the domestic and foreign terrorism. Assess the connection between terrorism and the PATRIOT Act. Discuss the impact technological innovations have on surveillance. Define the role the National Security Agency (NSA) has on Americans. Examine the impact of drug laws, law enforcement, gun violence and human trafficking on the U.S. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning 	Standards:(NJSLs) 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 <u>Technology Standards:</u> 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4

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<ul style="list-style-type: none"> Examine the impact of drug laws, law enforcement, gun violence and human trafficking on the U.S. 			<p><u>21st Century Themes and Skills:</u> 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4</p> <p><u>Career Ready Practice</u> CRP4 CRP7 CRP11 CRP12</p> <p><u>Time Frame:</u> 5-10 class periods</p> <p><u>Materials:</u> Textbook: <u>2018 American History</u> Internet Resources & Websites Chrome books LCD Projectors Project based resources Supplementary Materials</p>
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CONTENT: Modern America			
Theme: Foreign Policy			
Essential Questions: How have political, military, and economic interests influenced U.S. foreign policy? What are the advantages for the U.S. in working with international organizations? Why does the United States spend vast amounts of money on foreign aid? What is the U.S. relation with Russian leader Vladimir Putin?		What is the goal of the terrorist enemy known as ISIS? What specific problems does North Korea present for U.S. diplomacy? Why is maintaining a good relationship with China important to the United States? What are some countries or regions where interactions have created a positive image of the American people? What are some countries or regions where interactions have created a negative image of the American people?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> The political, military and economic interests which influence U.S. foreign policy. The role the U.S. plays in world affairs in the context of international organizations. The growing impact America plays in providing various types of assistance throughout the world. Analyze how U.S. foreign policies differ from region to region and from country to country. Define the U.S. relationship with Russian leader Vladimir Putin. Define the impact the terrorist enemy ISIS has had on the Middle East and the world. Elaborate on the specific problem North Korea poses for the U.S. Examine the current relationship the U.S. has with China and other 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Analyze the political, military and economic benefits of U.S. foreign policy. Assess the evolving relationship with international organizations. Evaluate the cost of foreign assistance to the world. Describe the U.S. relationship with Russian leader Vladimir Putin. Define the role ISIS plays in the Middle East and its impact all over the world. Elaborate on the specific problem North Korea poses for the U.S. Examine the importance of maintaining China as an ally. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning 	Standards:(NJSLS) 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 <u>Technology Standards:</u> 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4

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<p>Southeast Asian countries.</p> <ul style="list-style-type: none"> Compare and contrast the countries or regions where interactions have created a positive image of the American people and a negative image 	<ul style="list-style-type: none"> Compare and contrast the countries or regions where interactions have created a positive image of the American people and a negative image. 		<p><u>21st Century Themes and Skills:</u> 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4</p> <p><u>Career Ready Practice</u> CRP4 CRP7 CRP11 CRP12</p> <p><u>Time Frame:</u> 5-10 class periods</p> <p><u>Materials:</u> Textbook: <u>2018 American History</u> Internet Resources & Websites Chrome books LCD Projectors Project based resources Supplementary Materials</p>
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CONTENT: Modern America			
Theme: Poverty and Social Concerns			
Essential Questions: What are some causes of poverty in the United States? Why is there a growing income gap between America's rich and poor? How do special interests representing different viewpoints continue to seek and gain influence? How did 2010 Supreme Court case <i>Citizens United v. Federal Election Commission</i> affect campaign spending? What role do PACs and Super PACs play in elections? What challenges does government face in solving poverty?			
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> Describe the causes of poverty in the U.S. such as discrimination, poor public education system, limited access to childcare and lack of skills. The impact of the growing income gap in the last several decades such as tax policies, affordable health care, and the ineffectiveness of labor unions. Describe the relationship between money and influence. Define the role PACs and Super PACs play in elections. How the impact of the 2010 Supreme Court case <i>Citizens United v. Federal Election Commission</i> and PAC or political action committee have had on campaign spending. Debate the role government should play in people's lives. 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Assess the causes of poverty in the United States. Analyze the widening income gap between America's rich and poor. Describe the relationship between money and influence. Evaluate the impact of the <i>Citizens United</i> decision on political campaign spending. Define the role PACs and Super PACs play in elections. Examine the role of government in solving poverty. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning 	<u>Standards:(NJSL)</u> 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 <u>Technology Standards:</u> 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4

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			<u>21st Century Themes and Skills:</u> 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4 <u>Career Ready Practice</u> CRP4 CRP7 CRP11 CRP12
			<u>Time Frame:</u> 5-10 class periods
			<u>Materials:</u> Textbook: <u>2018 American History</u> Internet Resources & Websites Chrome books LCD Projectors Project based resources Supplementary Materials

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CONTENT: Modern America			
Theme: Conservation and the Environment			
Essential Questions: How does perception affect how people see our nation's environmental condition and future? How has the federal government responded to environmental threats? What are the challenges facing the 21 st century.		How do fossil fuels create conflicts? What is biodiversity and how does it affect the ecosystem? How can individual decisions and business actions affect the environment? What are some positive signs that the American environment is improving?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> • A debate between environmentalists and industrialists about how to use resources effectively while protecting our air, land, water, forests, and wildlife. • The reason lawmakers have enacted legislation and created federal agencies connected to conservation and resource management. • The debate for the use of fossil fuels. • Define biodiversity and its effect on the ecosystem. • Identify the role individual decisions play in the environment. • Analyze the positive signs of America's improving environment. 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> • Examine the perception of America's environment and its future. • Analyze federal response to environmental threats. • Define the challenges facing the 21st century. • Assess the use of fossil fuels among environmentalists and oil and gas industry representatives. • Elaborate on biodiversity and its affect on the ecosystem. • Identify the role individual decisions play in the environment. • Analyze the positive signs of America's improving environment. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> • Section Tests • Marking Period Tests • Quizzes • Cooperative/Collaborative Group Evaluations • Research Papers/Essays • Presentations • PowerPoint Presentations • Internet/Library Research • Homework • Chrome books • Teacher prepared documents • Cooperative Learning • Internet/Library research • Cross curriculum learning 	<u>Standards:(NJSLs)</u> 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 <u>Technology Standards:</u> 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4 <u>21st Century Themes and Skills:</u> 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4

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			<u>Career Ready Practice</u> CRP4 CRP7 CRP11 CRP12
			<u>Time Frame:</u> 5-10 class periods
			<u>Materials:</u> Textbook: <u>2018 American History</u> Internet Resources & Websites Chrome books LCD Projectors Project based resources Supplementary Materials

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CONTENT: Modern America			
Theme: Education			
Essential Questions: How are American classrooms changing? What is the controversy surrounding the flipped classroom? What is the problem with using property taxes to fund schools?		What is the controversy surrounding school vouchers? What are some challenges of educating students with special needs? How is access to higher education difficult to attain for students of moderate means?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> The impact the digital revolution has transformed education in the U.S and all over the world. Compare and contrast the controversy surrounding the flipped classroom. Issues with funding primary and secondary education using property taxes. Debate issue surrounding the use of school vouchers. The challenge for public schools to educate students with special needs, including emotional, psychological, developmental, and special needs. Examine the reasons why access to higher education is becoming more unattainable 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Analyze the challenges facing American education. Compare and contrast the flipped classroom in the U.S. Assess the problem with using property taxes to fund schools. Compare and contrast the use of school vouchers. Describe some challenges of educating students with special needs. Examine the reasons why access to higher education is becoming more unattainable. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning 	<u>Standards:(NJSLs)</u> 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 <u>Technology Standards:</u> 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4 <u>21st Century Themes and Skills:</u> 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
SOCIAL STUDIES DEPARTMENT
MODERN AMERICA

			<u>Career Ready Practice</u> CRP4 CRP7 CRP11 CRP12
			<u>Time Frame:</u> 5-10 class periods
			<u>Materials:</u> Textbook: <u>2018 American History</u> Internet Resources & Websites Chrome books LCD Projectors Project based resources Supplementary Materials

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
SOCIAL STUDIES DEPARTMENT
MODERN AMERICA

CONTENT: Modern America			
Theme: Globalization and Cultural Diffusion			
Essential Questions: What three factors have contributed to globalization? How is economic globalization fueled by the technology revolution? Which countries or organizations are U.S. trade partners?		Which countries or organizations are U.S. competitors? What are the challenges of globalization? How has globalization affected economies and international politics? How has globalization affected cultural diffusion?	
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> Define globalization and its strengths and weaknesses. The reasons why economic globalization is connected to the technology revolution. Analyze global partners and competitors and the challenges it faces. Globalization has benefits and costs such as the negative impacts on some workers and the environment. Cultural diffusion or the impact globalization has on cultures, when citizens interact more frequently with one another this influences beliefs, behaviors and actions. 	Skills <i>(As a result of this learning segment, students will be able to...)</i> <ul style="list-style-type: none"> Analyze the three factors contributing to globalization. Connect economic globalization to the technology revolution. Examine the countries or organizations that are U.S. trade partners and those who are competitors. Assess the challenges of globalization. Elaborate on the effects globalization has on economies, cultures and international politics. 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> Section Tests Marking Period Tests Quizzes Cooperative/Collaborative Group Evaluations Research Papers/Essays Presentations PowerPoint Presentations Internet/Library Research Homework Chrome books Teacher prepared documents Cooperative Learning Internet/Library research Cross curriculum learning 	<u>Standards:(NJSL)</u> 6.1.12.C.7.b 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.a 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.C.7.b 6.3.12.A.2 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 <u>Technology Standards:</u> 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.1.12.D.4 <u>21st Century Themes and Skills:</u> 9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4

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