

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
SOCIAL STUDIES DEPARTMENT
U.S. HISTORY II

U.S. History 2 Curriculum Guide

Pacing Guide:

US History 2 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.

Reconstruction and the New South – 2 weeks
The Gilded Age – 2 weeks
Industrial America – 2 weeks
Populism and Progressivism 1880-1920 – 2 weeks
America as a World Power 1890-1920 – 2 weeks
The 1920s – 2 weeks
The Great Depression – 2 weeks
World Affairs and World War II – 2-3 weeks
The Cold War – 2 weeks
Life in the 1950s – 2 weeks
Life in the 1960s – 2 weeks
Political and Economic Realities of the Late 20th Century 1970-2000 – 2 weeks
The Post-Cold War World – 2 weeks

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<p>21st Century Skills Standards: 9.1 Personal Financial Literacy</p>	<p>9.1.12.A.1: Differentiate among the types of taxes and employee benefits 9.1.12.A.2: Differentiate between taxable and nontaxable income. 9.1.12.A.3: Analyze the relationship between various careers and personal earning goals. 9.1.12.A.4: Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt. 9.1.12.B.1: Prioritize financial decisions by systematically considering alternatives and possible consequences 9.1.12.B.2: Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals. 9.1.12.B.3: Construct a plan to accumulate emergency “rainy day” funds. 9.1.12.C.1: Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions. 9.1.12.C. 2: Compare and compute interest and compound interest and develop an amortization table using business tools 9.1.12.C.3: Compute and assess he accumulating effect of interest paid over time when using a variety of sources of credit. 9.1.12.E.2: Analyze and apply multiple sources of financial information when prioritizing financial decisions. 9.1.12.F.1: Relate a country’s economic system of production and consumption to building personal wealth and achieving societal responsibilities. 9.1.12.F.2: Assess the impact of emerging global economic events on financial planning</p>
<p>9.2 Career Awareness, Exploration, And Preparation</p>	<p>9.2.12.C.4: Analyze how economic conditions and societal changes influence employment trends and future education 9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. 9.2.12.C.6: Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business. 9.2.12.C.7: Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.</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 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><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

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	<p>Modifications for Homework:</p> <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 	<ul style="list-style-type: none"> • Assist student with planning of assignments • Assist with technology <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 assessment
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CONTENT: US History 2			
Theme: Reconstruction and the New South			
<p>Essential Questions: Was the Civil War worth its costs? Was it possible to have a peace of reconciliation after the Civil War? Should the South have been treated as a defeated nation or as rebellious states? (a comparison of the presidential and congressional reconstruction programs) Did the Reconstruction governments rule the South well?</p>		<p>Can political freedom exist without an economic foundation? When should a president be impeached and removed from office? Does racial equality depend upon government action?</p>	
<p>Content (<i>As a result of this learning segment, students will know...</i>)</p> <ul style="list-style-type: none"> American politics at the end of Reconstruction. The dynamics of the presidential election of 1876 and the subsequent Compromise of 1877 will be explored. The impact of Reconstruction on the nation in general and in the South in particular will be assessed. Tenant farming and sharecropping will be discussed as means to preserving the antebellum economic status quo in the states of the former Confederacy. The various means used by the Southern political elites to disenfranchise not only African- 	<p>Skills (<i>As a result of this learning segment, students will be able to...</i>)</p> <ul style="list-style-type: none"> Assess the consequences on the Civil War on the North, South West, Newly Freed Slaves and Native Americans Evaluate the origins, implementation and consequences of the 13th, 14th and 15th Amendments. Analyze the effectiveness of all three Reconstruction plans. Discuss Southern resistance to Reconstruction. Assess the consequences of the rise of the so-called “New South.” 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Section tests Marking period tests Quizzes Cooperative/collaborative group evaluations Research papers/essays Presentations Power point presentations Internet/Library research Homework 	<p>Standards (NJSL)</p> <p>6.1.12.C.1.a 6.1.12.C.1.b 6.1.12.D.1.a 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10</p> <p>Technology Standards:</p> <p>8.1.12.B.1 8.1.12.D.1 8.1.12.E.2 8.1.12.F.1 8.1.12.F.2 8.2.12.B.4</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.A.1-A.4 9.1.12.B.1-B.3 9.1.12.C.1-C.5 9.1.12.F.1- F.6</p>

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<p>Americans but poor Whites will be evaluated.</p> <ul style="list-style-type: none"> • Poll taxes, literacy tests, grandfather clauses and coercion by groups like the KKK will be discussed. • The Supreme Court’s decisions in <i>Hall v DuCuir</i> and <i>Plessy v Ferguson</i> will be studied for their impact on federal complicity in disenfranchising African-Americans in the following hundred years. • The closing of the Western frontier will be carefully examined for its key role in life in post war America. • The significance of Frederick Jackson Turner’s “Frontier Thesis,” the expansion of railroads, the discovery of mineral resources and the Homestead Act will be a major focus of this portion of the unit. • The fate of the Native Americans will be considered. The effect of the Indian Wars and the Dawes Severalty Act upon the Native populations of the West will be investigated. 			<p><u>Career Ready Practice:</u> CRP1,2,4,5,7,8,9,11</p> <hr/> <p>Time Frame: 2 weeks</p> <hr/> <p>Materials: Textbook: <u>American Nation</u> Internet Access LCD Projector Practice Worksheets Supplementary Materials</p>
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CONTENT: US History 2			
Theme: The Gilded Age			
Essential Questions: Has rapid industrial development been a blessing or a curse for Americans? Were big business leaders “captains of industry” or “robber barons?”			
<p>Content (<i>As a result of this learning segment, students will know...</i>)</p> <ul style="list-style-type: none"> The learner will focus on the dramatic shift in the American economy from agriculture to industry and the effects of that shift on all aspects of life in the United States. Students will trace the growth of several industries in the United States (railroads, iron, coal, steel, electricity, oil, banking & etc.). Students will assess the effect of technological advancement on worker and workplace. Students will delve into the socio-economic climate of the time and the conflicts it produced (Gospel of Wealth, Social Darwinism, Settlement House movement, Labor movement). 	<p>Skills (<i>As a result of this learning segment, students will be able to...</i>)</p> <ul style="list-style-type: none"> Assess the impact of the changes in the American economy from a predominantly agricultural (Jeffersonian) model to a mixed (Hamiltonian) model. Evaluate the American capital markets and the creation (and destruction) of wealth and capital in volatile domestic markets. Investigate the status of America’s status as a debtor nation. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Section tests Marking period tests Quizzes Cooperative/collaborative group evaluations Research papers/essays Presentations Power point presentations Internet/Library research Homework “Teach It Yourself Gilded Age” Students research, develop and present a 42-minute lesson on a major topic of the Gilded Age. Students teach the lesson, and then administer peer assessment activities to gauge learning and comprehension. 	<p>Standards (NJSLs)</p> <p>6.1.12.A.5.a 6.1.12.A.5.b 6.1.12.C.5.a 6.1.12.C.5.b 6.1.12.C.5.c 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10</p> <p>Technology Standards:</p> <p>8.1.12.B.1 8.1.12.D.1 8.1.12.E.2 8.1.12.F.1 8.1.12.F.2 8.2.12.B.4</p> <p>21ST Century Themes and Skills:</p> <p>9.1.12.A.1- A.4 9.1.12.B.1- B.3 9.1.12.C.2 - C.5 9.1.12.F.1 – F.6</p>

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<ul style="list-style-type: none"> • Students will investigate the political climate of the Gilded Age. Special emphasis will be placed on the increased importance of the business sector in running the day-to-day affairs of the nation. • The overwhelming numbers of immigrants and the implications and effects of their arrival in America will be investigated. 			<p><u>Career Ready Practice:</u> CRP1,2,4,5,7,9,10,11</p>
			<p>Time Frame: 3-8 class periods</p>
			<p>Materials: Textbook: <u>American Nation</u> Internet Access LCD Projector Practice Worksheets Supplementary Materials</p>

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CONTENT: US History 2			
Theme: Industrial America			
Essential Questions: Should business be regulated closely by the government? Should business be allowed to combine and reduce competition? Can workers attain economic justice without violence?			
<p>Content (<i>As a result of this learning segment, students will know...</i>)</p> <ul style="list-style-type: none"> The transformation of the American economy from agricultural to industrial will be a focal point of this unit, along with an examination of a look at the accompanying social, cultural and political factors inherent in such a sweeping change. Technological changes in American life, in the workplace, home and in the newly created leisure sector will be discussed. The effects of now everyday items such as the light bulb, telephone and automobile on everyday life will be explored. Individual inventors/entrepreneurs, such as Thomas Edison, Nicola Tesla, Alexander Graham Bell, Henry Ford and Andrew Carnegie will be considered for their contributions to modern industrial America. The shift to national corporate ownership of industrial companies and 	<p>Skills (<i>As a result of this learning segment, students will be able to...</i>)</p> <ul style="list-style-type: none"> Analyze the effects of the rapidly changing American economy on workers, women, African Americans and newly arrived immigrants. Assess the challenges and consequences in accessing cheap, plentiful raw materials for industrial production. Discuss the effects of the rapidly changing American economy on workers, women, African Americans and newly arrived immigrants. Investigate the rise of Urban America and its implications: Public health Building codes Tenements Overcrowding Machine politics 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <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 Field Trips 	<p>Standards (NJSLs)</p> <p>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 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10</p> <p>Technology Standards:</p> <p>8.1.12.B.1 8.1.12.D.1 8.1.12.E.2 8.1.12.F.1 8.1.12.F.2 8.2.12.B.4</p>

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<p>infrastructure will be scrutinized. The effects of corporations, combinations and trusts will be examined for their impact on the politics and economy of the period.</p> <ul style="list-style-type: none"> • The rise of the modern labor union, along with the influx of immigrants from around the world as workers and members will be discussed. Signal events, such as the Haymarket Riot and the Triangle Shirtwaist Fire will be explored. • The increasing urbanization of a once exclusively rural society will be assessed in terms of socio-economic, political and cost of living outcomes. The rise of machine politics, tenements and urban overcrowding will be considered. • Shifts in American lifestyles will be examined, especially the rise of popular entertainment and leisure activities, such as Major League Baseball. Trends in educational reform, such as the move toward compulsory secondary education (Dewey) and university curriculum reform (Eliot and Wilson) will be explored. 			<p><u>21st Century Themes and Skills:</u> 9.1.12.A.1-A.4 9.1.12.B.1-B.3 9.1.12.C.1-C.5 9.1.12.F.1-F.6 9.2.12.C.5</p> <p><u>Career Ready Practice:</u> CRP1,2,4,5,7,9,10,11</p> <hr/> <p><u>Time Frame</u> 3-8 class periods</p> <hr/> <p><u>Materials:</u> Textbook- <u>American Nation</u> Internet, handouts, primary sources, projector, and overhead.</p>
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CONTENT: US History 2			
Theme: POPULISM AND PROGRESSIVISM 1880-1920			
Essential Questions: Did populism provide an effective solution to the nation’s problems? Is muckraking an effective tool to reform American politics and society? Can reform movements improve American society and politics? (Progressivism)		Were the Progressives successful in making government more responsive to the will of the people? Does government have a responsibility to help the needy? To what extent had African Americans attained the “American Dream” by the early twentieth century?	
Content (<i>As a result of this learning segment, students will know...</i>)	Skills (<i>As a result of this learning segment, students will be able to...</i>)	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards (NJSLs)
<ul style="list-style-type: none"> • The origins of Populism will be investigated. A review of agrarian economic constructs and realities through 1900 will be assessed. The student will seek linkages between the agrarian economic climate in the years following the Civil War and the emerging political constituencies that would make up the Populists. • Populism’s leadership will be examined, especially their strengths and weaknesses. Among those to be profiled include William Jennings Bryan, James B. Weaver, Coxey’s Army and “Pitchfork” Ben Tillman. 	<ul style="list-style-type: none"> • Analyze the reform movements that make up the Populist and Progressive Era. • Assess the changes introduced in the following areas by Populists and Progressives: • Granger Movement • Farmer’s Alliances • Southern Tenant Farmers Union (STFU) • Gold versus silver • Labor • Reform • Civil Rights • Women’s rights • Muckrakers • Urban overcrowding • Discuss the short term and long term impact of third political parties on 	<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 	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.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 Technology Standards: 8.1.12.B.1 8.1.12.D.1 8.1.12.E.2 8.1.12.F.1 8.1.12.F.2 8.2.12.B.4

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<ul style="list-style-type: none"> • The differences in and lack of relationship between Populism and Progressivism will be discussed. • The origins of the Progressive Movement will be traced. Major issues leading to the organization of the Progressives will be outlined. Included among the issues to be discussed will be urbanization (overcrowding, municipal corruption, sanitation & etc.), women’s suffrage, education and politics. Mark Fagin’s “New Idea” model in Jersey City will be a start point for discussion of the Progressives. • The “Muckrakers” and their contributions to Progressive reform and popular culture will be discussed. • The changing roles of Women and African-Americans in the Progressive Era will be investigated, including the Suffrage Movement, the establishment of women’s colleges and the founding of the NAACP. 	<p>American politics and reform movements.</p>		<p><u>21st Century Themes and Skills:</u> 9.1.12.A.1-A.4 9.1.12.B.1-B.3 9.1.12.C.1-C.5 9.1.12.F.1-F.6 9.2.12.C.5</p> <p><u>Career Ready Practice:</u> CRP1-CRP12</p> <hr/> <p>Time Frame: 3-8 class periods</p> <hr/> <p>Materials: Textbook-<u>American Nation</u> Internet, handouts, primary sources, LCD projector</p>
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CONTENT: US History 2			
Theme: AMERICA BECOMES A WORLD POWER 1890-1920			
Essential Questions: How did American Industry contribute to the rise of the United States as a world power? How did the United States acquire over sea territory? How did the United States role in WWI contribute to them becoming a world Power?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • A review of the European Imperial period shall begin coverage of the period. A review of the major powers, their holdings and the political dynamic in Europe, 1850 – 1900 will be provided. • The relationship between America’s expanding industrial base and its need to cultivate both domestic and foreign markets for its products will be investigated. • The beginnings of the “Military-Industrial Complex” and the relationship between industrial capacity and the military’s power to consume will be outlined. • The dynamic between the established world powers and 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Assess the shift in foreign policy from isolation to world view and back again in the context of imperialism. • Investigate the role of TR, Alfred Thayer Mahan and the Yellow press in advocating an expansion of US colonial and military interests. • Analyze the causes and consequences of US participation in • Spanish-American War, WWI and the Treaty of Versailles. • Discuss the debate between Wilson and Lodge over the ratification of the Treaty of Versailles and membership in the League of Nations. • Analyze the complications and consequences of that debate. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <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 	<p><u>Standards (NJSL)</u></p> <p>6.1.12.A.7.b 6.1.12.A.7.c 6.1.12.B.7.a 6.1.12.C.7.a 6.1.12.C.7.b 6.1.12.D.7.a 6.1.12.D.7.b 6.1.12.D.7.c 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10</p> <p><u>Technology Standards:</u></p> <p>8.1.12.A2 8.1.12.C.1 8.1.12.F.1 8.1.12.F.2 8.2.12.B.4</p>

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<p>the world aspirations of the United States will be explored.</p> <ul style="list-style-type: none"> • The United States continuously evolving relationships with Latin America will be scrutinized. • The United States’ role in World War I will be discussed in two contexts. First, American neutrality (1914-1917) and Wilson’s role as POTUS relative to US (non) involvement in the war, and second, US entry into the war in 1917 will be assessed. • Preparations and deployment of US forces will be examined. The role of the War Boards, Selective Service, race and gender in US mobilization efforts will be studied. • WWI at home and abroad will be examined. • Wilson and the Treaty of Versailles will be considered in exhaustive detail. • The post WWI political, social and economic landscape will be considered in a global context. 			<p>21st Century Themes and Skills: 9.1.12.A.1-A.4 9.1.12.B.1-B.3 9.1.12.C.1-C.5 9.1.12.F.1-F.6</p> <p><u>Career Ready Practice:</u> CRP1,2,4,5,7,9,11,12</p> <hr/> <p>Time Frame: 5-10 class periods</p> <hr/> <p>Materials: Textbook: <u>American Nation</u> Internet, handouts, primary sources, LCD projector</p>
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CONTENT: US History II			
Theme: THE 1920s			
Essential Questions: How did Life change for consumers change in the 1920's? How did the assembly line revolutionize manufacturing? How did the Harlem Renaissance bring the ideas of African Americans to the general public?			
<p>Content (As a result of this learning segment, students will know...)</p> <ul style="list-style-type: none"> The student will assess the combination of the failures of the Wilson Administration to realize its objectives in WWI, the Red Scare and the realities of the immediate post war period both in the United States and around the world. Harding, Normalcy and Isolation will be examined as the three dominant themes of the 1920s. The continued practice of laissez-faire economic planning will be discussed. The concept of income disparity and its role in the "Roaring Twenties" will be examined. The impact of the introduction of radio will be examined. 	<p>Skills (As a result of this learning segment, students will be able to do...)</p> <ul style="list-style-type: none"> Evaluate the effectiveness of the Red Scare as a chilling agent on American reform and counterculture. Analyze the effects of the restrictions on immigration on American culture. Assess the changes in popular culture in the 1920s, including social mores, sexual relationships, music, film and literature. Discuss the 1920s civil rights movement's strategies and actions. Investigate the continuing changes to the American social, political and economic landscape. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <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 	<p>Standards (NJSL)</p> <p>6.1.12.A.7.b 6.1.12.A.7.c 6.1.12.B.7.a 6.1.12.C.7.a 6.1.12.C.7.b 6.1.12.D.7.a 6.1.12.D.7.b 6.1.12.D.7.c 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10</p> <p>Technology Standards:</p> <p>8.1.12.A2 8.1.12.C.1 8.1.12.F.1 8.1.12.F.2 8.2.12.B.4</p>

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<ul style="list-style-type: none"> • The introduction of Modernism in art, culture and society, and the reactions to Modernism will be outlined. • Popular culture and the rise of leisure activity will be assessed for their contributions to American culture. • The continuing struggles of the women’s rights and civil rights movements will be explored. 			<p>21st Century Themes and Skills: 9.1.12.A.1-A.4 9.1.12.B.1-B.3 9.1.12.C.1-C.5 9.1.12.F.1-F.6</p> <p><u>Career Ready Practice:</u> CRP1,2,4,5,7,9,11</p> <hr/> <p>Time Frame: 5-10 class periods</p> <hr/> <p>Materials: Textbook: <u>American Nation</u> Internet, handouts, primary sources, LCD projector</p>
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 SOCIAL STUDIES DEPARTMENT
 U.S. HISTORY II

CONTENT: US History II			
Theme: THE GREAT DEPRESSION			
Essential Questions: How were banks affected by the Great Depression? What factors destroyed the economy of the United States? How did the New Deal effect the Great Depression and was it successful? What happened after the Supreme Court challenged many of the New Deal programs? How did the New Deal change the United States?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> An overview of prevailing economic conditions, 1919 – 1929, will be offered as background on the causes of the Depression. The reaction of the federal government in the traditional Jeffersonian model and the Hoover Administration’s inability to deal effectively with the crisis and the repercussions of its ineptitude will be discussed. The conforming effects of radio, mass production of automobiles. The loss of the installment credit will be examined. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <p>Analyze the causes and consequences of the Great Depression.</p> <ul style="list-style-type: none"> Assess the changes to the American federal government as a result of the failure of the Hoover Administration and the New Deal initiatives of the Roosevelt Administration. Investigate the causes and implications of the Roosevelt Recession, 1937 – 38. Answer the following question: “Did the New Deal end the Great Depression?” Assess the role played by military industrial production 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <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 	<p>Standards (NJSLs)</p> <p>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.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10</p> <p>Technology Standards:</p> <p>8.1.12.A2 8.1.12.C.1 8.1.12.F.1 8.1.12.F.2 8.2.12.B.4</p>

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<ul style="list-style-type: none"> Changes in American lifestyles as technological innovations become popular and affordable will be catalogued. 	<p>as a result of Lend Lease in easing the Great Depression.</p> <ul style="list-style-type: none"> Investigate the rationale and results of Court Packing. 		<p><u>21st Century Themes and Skills:</u> 9.1.12.A.1-A.4 9.1.12.B.1-B.3 9.1.12.C.1-C.5 9.1.12.F.1-F.6 <u>Career Ready Practice:</u> CRP1,2,4,7,9,11,12</p> <hr/> <p>Time Frame: 3-8 class periods</p> <hr/> <p>Materials: Textbook, <u>American Nation</u>, internet, handouts, primary sources, LCD projector</p>
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U.S. HISTORY II

CONTENT: U.S. History II			
Theme: WORLD AFFAIRS AND WWII			
Essential Questions: How did the world respond to the rise of fascism? How did war debts weaken efforts to maintain peace? What were the big advantages of the Axis Powers?		How did the United States get involved with WWII? How was the US mobilize its economy and military? What were the major battles of WWII?	
Content (<i>As a result of this learning segment, students will know...</i>) <ul style="list-style-type: none"> • United States foreign policy between the wars will be examined in the context of the coming of WWII. • Trace the development of totalitarian states in Europe and Asia. • Trace American foreign policy as it evolved from Wilsonian idealism to isolation to neutrality from 1919 to 1939. • Discuss prewar American foreign policy in Latin America and its implication for American strategic concerns once it became involved in WWII. • The Neutrality Acts and their effect upon foreign policy and US involvement in the outbreak of World War II will be discussed. 	Skills (<i>As a result of this learning segment, students will be able to...</i>) Assess the consequences of US isolationist foreign policy initiatives, 1921 – 1939. <ul style="list-style-type: none"> • Investigate US attitudes toward world events, vis a vis American economic realities, 1929 – 1939. • Analyze the causes and consequences of the passage of the Neutrality Acts. • Analyze the causes and consequences of US participation (or not) in WWII and post war world preparations, including Bretton Woods, Atlantic Charter and Potsdam. • Investigate the social, political and economic consequences of the GI Bill. • Assess the long term consequences of the Manhattan Project and its militarization of nuclear energy. 	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 	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.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10 Technology Standards: 8.1.12.A2 8.1.12.C.1 8.1.12.F.1 8.1.12.F.2 8.2.12.B.4

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<ul style="list-style-type: none"> • The Destroyer Deal, Lend Lease and Roosevelt’s foreign policy initiatives to aid the Allies once the war started in the context of isolation and neutrality will be explored. • The Japanese attack on Pearl Harbor and the efforts to mobilize the American war effort will be studied. • The challenges and strategies of fighting a multiform war will be traced. • Life on the American home front during the war will be assessed. The roles of women and African Americans in war production, the shifting demographics caused by urban relocation and the treatment of Asian Americans will be discussed. • Post war diplomacy and the creation of post war institutions designed to prevent the circumstances, which caused WWI, and WWII will be studied. • The role of atomic weaponry and the US-USSR post war dynamic will be assessed. 			<p><u>21st Century Themes and Skills:</u> 9.1.12.A.1-A.4 9.1.12.B.1-B.3 9.1.12.C.1-C.5</p> <p><u>Career Ready Practice:</u> CRP1,2,4,7,9,11,12</p> <hr/> <p><u>Time Frame:</u> 5-10 class periods</p> <hr/> <p><u>Materials:</u> Textbook: <u>American Nation</u>, internet, handouts, primary sources, LCD projector</p>
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CONTENT: US History II			
Theme: THE COLD WAR			
Essential Questions: How did the conflict between the United States and the Soviet Union begin and affect other countries? How did the reaction to fears about communism affect the lives of Americans? How did atomic technology change the world?			
<p>Content (<i>As a result of this learning segment, students will know...</i>)</p> <ul style="list-style-type: none"> The origins of the Cold War will be traced. The two schools of Cold War scholarship, economic and political, will be compared and contrasted. The Truman Administration's Cold War diplomatic strategy will be examined. Containment, the Truman Doctrine and the Marshall Plan will be assessed for their successes and failures. Cold War crises in China, Korea, the Middle East, Berlin, Indo-China, Hungary and Czechoslovakia will be discussed for their impact on global stability and the US-USSR power dynamic. 	<p>Skills (<i>As a result of this learning segment, students will be able to...</i>)</p> <ul style="list-style-type: none"> Analyze the causes and consequences of US participation (or not) in WWII and post war world preparations, including Bretton Woods, Atlantic Charter and Potsdam Assess the long term consequences of the Manhattan Project and its militarization of nuclear energy. Investigate the social, political and economic consequences of US Cold War policy. Assess the short and long term repercussions of the Truman Doctrine and the Marshall Plan. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <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 One Sheet Wonder: Cold War Causes and Consequences. 	<p><u>Standards (NJSL)</u></p> <p>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.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10</p> <p><u>Technology Standards:</u></p> <p>8.1.12.A2 8.1.12.C.1 8.1.12.F.1 8.1.12.F.2 8.2.12.B.4</p>

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<ul style="list-style-type: none"> • The Cold War’s effect on American life will be assessed. Particular attention will be paid to the second Red Scare, HUAC, the Hollywood Blacklists and the rise and fall of Senator McCarthy. 	<ul style="list-style-type: none"> • Investigate the Cold War balance of power dynamic (NATO and Warsaw Pact). • Consider the implications for the adherence to policies of containment, domino theory, arms race, first strike capability and mutually assured destruction (MAD). • Evaluate the effectiveness of the Second Red Scare and McCarthyism as a chilling agent on American reform and culture. 		<p><u>21st Century Themes and Skills:</u> 9.1.12.A.1-A.4 9.1.12.B.1-B.3 9.1.12.C.1-C.5</p> <p><u>Career Ready Practice:</u> CRP1,2,4,7,9,10,11,12</p> <hr/> <p><u>Time Frame:</u> 5-10 class periods</p> <hr/> <p><u>Materials:</u> Textbook: <u>American Nation</u>, internet, handouts, primary sources, LCD projector</p>
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U.S. HISTORY II

CONTENT: US History II			
Theme: LIFE IN THE UNITED STATES IN THE 1950s			
Essential Questions: How did the workplace change in America in the 1950's? How did suburbs act as a force against cultural diversity? How was social inequality change as a result of Brown vs. The Board of Education?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> The modern civil rights movement will be discussed. Truman's integration of the military, Jackie Robinson's breaking of the MLB color barrier, Brown v Board of Education, the Montgomery Bus Boycott and the ascendancy of the Rev. Dr. Martin Luther King, Jr., will be some of the topics used to teach this topic. The rise of the suburbs will be traced. The impact of the GI Bill of Rights, William Levitt and the Interstate Highway system on the popularization of suburban living will be discussed. The conforming effects of television, "top 40" radio, 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> Assess the strategies and successes of the Civil Rights in the period, especially Brown v Board of Education. Analyze the status of the Women's rights movement in the 1950s. Investigate the trends toward suburbanization in post war America. Evaluate the short term and long term consequences of the passage of the Interstate Highway Act and the triumph of the American car culture. Study the decisions of the Warren Court and its commitment to civil rights and civil liberties. Assess the presidency of Dwight Eisenhower. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <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 	<p>Standards (NJSL)</p> <p>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.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10</p> <p>Technology Standards:</p> <p>8.1.12.A2 8.1.12.C.1 8.1.12.F.1 8.1.12.F.2 8.2.12.B.4</p>

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<p>mass production of automobiles, the introduction of the shopping mall and the rise of fast food retail franchising will be examined.</p> <ul style="list-style-type: none"> • Changes in American lifestyles as technological innovations become popular and affordable will be catalogued. • Social criticism of the period and non-conforming individuals and groups (i.e. the Beats) will be assessed. • Rachel Carson's <u>Silent Spring</u> and the beginnings of the modern environmental movement will be discussed. 	<ul style="list-style-type: none"> • Consider the changing popular culture environment in the United States, especially the ascendancy of rock and roll. • Examine the causes and consequences of population demographic shifts from the Industrial Northeast to the South and West. • Analyze the implications of the creation of NASA and the US commitment to the space program. 		<p><u>21st Century Themes and Skills:</u> 9.1.12.A.1-A.4 9.1.12.B.1-B.3 9.1.12.C.1-C.5</p> <p><u>Career Ready Practice:</u> CRP1,2,4,7,9,11,12</p> <hr/> <p><u>Time Frame:</u> 5-10 class periods</p> <hr/> <p><u>Materials:</u> Textbook: <u>American Nation</u>, Internet, handouts, primary sources, LCD projector</p>
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CONTENT: US History II			
Theme: LIFE IN THE UNITED STATES IN THE 1960s			
Essential Questions: What were the advantages of Kennedy’s policy of flexible response? What was the Alliance for Progress and how did it fail? What evidence is there that Kennedy believed that it is the duty of a democracy to support the disadvantaged? In what way was the March on Washington and example of America’s cultural diversity? In what way were busing and affirmative action supposed to promote economic development among minority groups? How did the war in Vietnam confirm the policy of containment? How did the space race fit into the Cold War?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Camelot, the New Frontier and the Kennedy Administration will be discussed. • Discussion on the continuing civil rights movement will include the March on Washington, the Freedom Riders, the Woolworth Lunch Counter Sit-Ins and the role of Attorney General Robert Kennedy • The Kennedy Administration’s handling of the Berlin Wall Crisis, the Bay of Pigs and the Cuban Missile Crisis will be investigated. • The impact of the assassination of President on the nation and international affairs will be discussed. • Lyndon Johnson’s tenure as POTUS will be highlighted, with emphasis on 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Analyze the New Frontier’s contributions the ideals of optimism and creativity in the early 1960s. • Assess American foreign policy in Latin America in the 1960s. • Investigate JFK and LBJ Cold War foreign policy relative to: <ul style="list-style-type: none"> • Berlin • Cuba • Vietnam • Middle East • USSR-China dynamic • Korea 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <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 	<p>Standards (NJSLs)</p> <p>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.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10</p>

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<p>the Great Society, his role in passing key civil rights legislation, his handling of foreign policy generally and the Vietnam War specifically.</p> <ul style="list-style-type: none"> • The role of the “baby boom” in American life and culture will be investigated. • The counter culture will be assessed for its contributions to the American political environment of the 1960s. An episode of the NBC variety series <i>Rowan and Martin’s Laugh-In</i> will be used as an example of the mainstreaming of counter culture into the popular culture. • The women’s movement will be investigated in the context of the growing modern roles for women in politics and government, business, science and higher education. • The election of 1968, the return of Richard Nixon from the political dead and the assassinations of Martin Luther King, Jr., and Robert Kennedy will close coverage of the unit. 	<ul style="list-style-type: none"> • Assess the short term and long term consequences of the Kennedy Assassination • Examine the changing goals and strategies of the Civil Rights movements through the mid-1970s. • Consider the Protest Movements of the 1960s, such as: <ul style="list-style-type: none"> • College political protest (SDS) • Women’s rights • Gay Rights • Anti-War Movement • Counterculture • Assess the impact of the baby boom • Evaluate the Great Society and its long-term consequences. • Investigate the political resurrection of Richard Nixon and his exploitation of the “Silent Majority.” 		<p><u>Technology Standards:</u> 8.1.12.A.2; 8.1.12.C.1; 8.1.12.F.1; 8.1.12.F.2</p> <p><u>21st Century Themes and Skills:</u> 9.1.12.A.1-A.4 9.1.12.B.1-B.3 9.1.12.C.1-C.5 9.1.12.F.1-F.6</p> <p><u>Career Ready Practice:</u> CRP1,2,4,5,7,9,11</p> <hr/> <p><u>Time Frame:</u> 5-10 class periods</p> <hr/> <p><u>Materials:</u> Textbook: <u>American Nation</u> internet, handouts, primary sources, LCD projector</p>
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CONTENT: US History II			
Theme: POLITICAL AND ECONOMIC REALITIES OF THE LATE 20 TH CENTURY 1970-2000			
Essential Questions: What problems faced Nixon in tracking the economy? How did the Watergate scandal change American’s view of the Presidency? What were Ford’s policies in Asia? What events during the Carter administration make voters lose faith in him?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • The Nixon campaigns of 1968 and 1972 will be examined for the strategies of exploiting “the silent majority” and the so-called “Southern Strategy,” which opened the door for the modern Southern Republican conservative movement. • Nixon’s foreign and domestic policies will be examined in an organizer entitled, “Good Nixon/Bad Nixon” • The Nixon Administration’s handling of the Vietnam War, and the peace talks, which ended it, will be discussed. • Nixon Administration overtures toward the Soviet Union and China will be discussed in the context of the breakup of the Soviets and the move towards a market economy for the Chinese. • Internal and external pressures on the American economy, such as energy 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Analyze the consequences of the Republican “Southern Strategy” in national elections, 1968, 1972. • Investigate the OPEC oil embargo and US reaction to same. • Discuss the birth of the alternative energy movement. • Consider the ramifications of the end of US involvement in hostilities in Vietnam. • Assess the short term and long term implications of the Watergate crisis on the presidency, the American people and the Constitution. • Scrutinize the process by which President Ford decided to grant a pardon to Richard Nixon. • Assess the economic meltdown in the US, 1970 – 1984. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <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 	<p>Standards (NJSLs)</p> <p>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.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10</p> <p>Technology Standards:</p> <p>8.1.12.A.2; 8.1.12.C.1; 8.1.12.F.1; 8.1.12.F.2</p>

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<p>crises, globalization and the shift from industrial to service models will be examined.</p> <ul style="list-style-type: none"> • Watergate and the Constitutional crisis it triggered will be investigated in the context of the Constitution’s ability to react and adapt to the critical situations presented by the Watergate crisis. • Gerald Ford’s thought process in pardoning Nixon will be discussed. • Nixon, Carter and Clinton Administration peace initiatives in the Middle East will be outlined. • The ascendancy of Ronald Reagan and the Religious Right in the late 1970s and early 1980s will be investigated. The connection of this socio-political phenomenon to shifts in demographics (movement to the South, West and Southwest) will be highlighted. • Radical changes in lifestyle brought on by constantly changing technologies, computers and communication will be discussed. • The political realities of the end of the Cold War and the collapse of the Soviet Union will be assessed. 	<ul style="list-style-type: none"> • Discuss US strategy and response to the Iran hostage. Crisis • Consider the triumph of Reagan Conservatism in the election of 1980. • Analyze the economic implications of the reintroduction of Trickle Down economic policies under Reagan, Bush I and II. • Assess the rise of Christian fundamentalism in American politics. • Discuss the ascendancy of the Neocons in the conduct of foreign policy, 1980 – 2009. • Assess the short term and long-term consequences of the end of the Cold War. 		<p><u>21st Century Themes and Skills:</u> 9.1.12.A.1-A.4 9.1.12.B.1-B.3 9.1.12.C.1-C.5 9.1.12.F.1-F.6</p> <p><u>Career Ready Practice:</u> CRP1,2,4,7,9,10,11,12</p> <p><u>Time Frame:</u> 5-10 class periods</p> <p><u>Materials:</u> Text book: <u>American Nation</u>, internet, handouts, primary sources, LCD projector</p>
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CONTENT: US History II			
Theme: THE POST COLD WAR WORLD			
Essential Questions: How did the Reagan administration build faith in many ways in the minds of Americans? How did the increase in global terror change America? What economic challenges faced American in the 21 st century?			
<p>Content (<i>As a result of this learning segment, students will know...</i>)</p> <ul style="list-style-type: none"> The United States place in the world will be discussed. Increasing globalization and its impact upon the American economy will be investigated. The multilateral foreign policies of Reagan, Bush 41 and Clinton will be compared and contrasted to the unilateral approach of Bush 43. The growth of the environmental movement and its integration and cooperation with the global environmental movement will be outlined. Issues of domestic and foreign terrorist threats will be assessed. 	<p>Skills (<i>As a result of this learning segment, students will be able to...</i>)</p> <ul style="list-style-type: none"> Analyze the effect of oil politics on US foreign and domestic policy formulation. Assess the implications of the introduction of New Federalism. Evaluate the presidency of Bill Clinton. Analyze the effectiveness of the Gingrich Revolution (1995 – 2000). Investigate the impeachment of Bill Clinton and the short term and long term consequences of the impeachment proceedings. Assess the Election of 2000 and the SCOTUS decision in <i>Bush v Gore</i>. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <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 	<p>Standards (NJSL)</p> <p>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.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.11-12.1-10 RH.11-12.1-11-12.10</p> <p><u>Technology Standards:</u></p> <p>8.1.12.A.2; 8.1.12.C.1; 8.1.12.F.1; 8.1.12.F.2</p>

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	<ul style="list-style-type: none"> • Evaluate the US reaction to the Sept. 11 attacks. • Assess the short term and long term implications of the 2007 economic crisis on US capital markets and the economy generally. • Analyze the election of Barack Obama to the presidency in 2008. 		<p><u>21st Century Themes and Skills:</u> 9.1.12.A.1-A.4 9.1.12.B.1-B.3 9.1.12.C.1-C.5 9.1.12.F.1-F.6</p> <p><u>Career Ready Practice:</u> CRP1,2,4,5,7,9,11,12</p> <hr/> <p>Time Frame: 5-10 class periods</p> <hr/> <p>Materials: Text book: <u>American Nation</u> internet, handouts, primary sources, LCD projector</p>
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