Social Studies Curriculum

United States History II
Course Description

USII

The major divisions of the course are (1) the social reform movements of the Twentieth Century, (2) the continuing evolution of American politics and political parties, (3) the role of the United States as a world power, (4) the major economic concepts that affect the growth and stability of the nation, and (5) the problems and solutions the United States confronted and utilized during this time period. Students will examine the ever-changing political, social, and economic developments in the United States, as well as world affairs, major wars, and both internal and external contemporary conflicts. The course is designed to provide learners with the knowledge, skills, and attitudes they need to be active, informed citizens and contributing members of their communities.
# U.S. History II

## PACING CHART

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>The Great Depression and World War II (1929-1945)</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>The Great Depression and World War II (1929-1945)</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Postwar United States: Civil Rights and Social Change (1945 to Early 1970’s)</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Post War United States: Emergence of Modern USA in Today’s World (1980-2000)</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Contemporary United States: International Policies and Interconnected Global Society</td>
<td>6 Weeks</td>
</tr>
</tbody>
</table>
Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRP3. Attend to personal health and financial well-being.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
</tr>
</tbody>
</table>
Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Career Ready Practices

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
## Career Ready Practices

**CRP12. Work productively in teams while using cultural global competence.**
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
## Differentiated Instruction

**Accommodate Based on Students Individual Needs: Strategies**

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
</tr>
<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
</tr>
<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
</tr>
<tr>
<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
</tr>
<tr>
<td>• Audio-taped books</td>
<td>• Read directions aloud</td>
<td></td>
<td>• Color code materials</td>
</tr>
</tbody>
</table>

**Organization**

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
Enrichment

Accommodate Based on Students Individual Needs: Strategies

- Adaptation of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

*Suggested Formative/Summative Classroom Assessments*

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
New Jersey Core Curriculum Content Standards 9-12

6.2 World History/Global Studies
All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

A. Civics, Government, and Human Rights

☐ 6.2.12.A.5.a Explain how and why differences in ideologies and policies between the United States and the U.S.S.R. resulted in a cold war, the formation of new alliances, and periodic military clashes.

☐ 6.2.12.A.5.b Analyze the structure and goals of the United Nations and evaluate the organization’s ability to solve or mediate international conflicts.

☐ 6.2.12.A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.

☐ 6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

☐ 6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.

☐ 6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.

☐ 6.2.12.A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.

☐ 6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

☐ 6.3.12.A.2.e Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

B. Geography, People, and the Environment
6.2.12.B.5.a Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.

6.2.12.B.5.b Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.

6.2.12.B.5.c Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.

6.2.12.B.5.d Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.

6.2.12.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.

6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

6.3.12.B.1 Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

C. Economics, Innovation, and Technology

6.2.12.C.5.a Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.

6.2.12.C.5.b Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.

6.2.12.C.5.c Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

6.2.12.C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy.

6.2.12.C.5.e Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.

6.2.12.C.5.f Assess the impact of the European Union on member nations and other nations.

6.2.12.C.5.g Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.

6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.

6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
6.2.12.C.6.c  Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

6.2.12.C.6.d  Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

D. History, Culture, and Perspectives

6.2.12.D.5.b  Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.

6.2.12.D.5.c  Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

6.2.12.D.5.d  Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.

6.2.12.D.6.a  Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

English Language Arts & History/Social Studies Grades 9-10 Common Core Standards

Craft and Structure:

RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:

RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.
English Language Arts Standards » Writing » Grade 9-10

Text Types and Purposes:
- **WHST.9-10.1:** Write arguments focused on discipline-specific content.
- **WHST.9-10.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Production and Distribution of Writing:
- **WHST.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.9-10.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge:
- **WHST.9-10.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.9-10.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **WHST.9-10.9:** Draw evidence from informational texts to support analysis, reflection, and research.
As a result of World War II, the U.S. emerged as a “super power”. While a post war economic and demographic boom occurred domestically, the U.S. found itself engaged in a “Cold War” against communism that would lead to increased military spending and conflict. These events would drastically alter American foreign policy, as the U.S. forever abandoned isolationism, replacing that policy with international cooperation and leadership in the new United Nations organization, as well as NATO. United States sought stability at home and abroad. International tensions were met with both military action and diplomacy, as the U.S. avoided direct confrontation with the Soviet Union and China.

**Standards:** CCSS: RH.11-12.3, RH.11-12.6, RH.11-12.7, RH.11-12.8 RH.11-12.7 RH.11-12.9 WHST.11-12.1 a-e WHST.11-12.7 WHST.11-12.8

---

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate the effectiveness of the regional alliances (i.e., Warsaw Pact and NATO) in the rebuilding of European nations during this time period.</td>
<td>How important were Cold War alliances to the safety and economic security of the USA? What influence will military alliances have in rebuilding the peace following WWII? What are the pros and cons of forming military alliances after WWII?</td>
<td><strong>Essay #1</strong> Cite specific textual evidence to evaluate the effectiveness of the Marshall Plan in the rebuilding of European nations in the post-World War II period. <strong>SAS Curriculum Pathways</strong> Why was the Marshall Plan Effective? <a href="http://www.sascurriculumpathways.com/portal/Launch?id=196">http://www.sascurriculumpathways.com/portal/Launch?id=196</a></td>
<td>netTrekker <a href="https://www.khanacademy.org/embed_video?v=j2eKaxU-8kA">Khan Academy WWII to Vietnam</a> Online Data Source: <a href="http://www.sascurriculumpathways.com/portal/Launch?id=3001">http://www.sascurriculumpathways.com/portal/Launch?id=3001</a></td>
<td><strong>English Language Arts:</strong> Reading, writing, speaking and listening are integrated throughout the unit as essential components of homework, classwork, and class participation. <strong>Media literacy</strong> is featured as students view a variety of non-print resources in order to make meaning of...</td>
</tr>
<tr>
<td>NJDOE Student Learning Objectives</td>
<td>Essential Question</td>
<td>Sample Activities</td>
<td>Resources</td>
<td>Interdisciplinary Connections</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------</td>
<td>------------------</td>
<td>-----------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Analyze how ideological differences between the United States and its allies, and the Soviet Union and its allies, contributed to the Cold War.</td>
<td>What does the term “Cold War” mean? What steps did the U.S. take in response to Soviet aggression in Europe? What effect did the formation of NATO have on relations with the Soviet Union and its allies? What are the ideological differences between Communism and Capitalism as economic systems?</td>
<td>netTrekker Comprehensive Unit of Cold War with lesson plans <a href="http://sheg.stanford.edu/cold-war">http://sheg.stanford.edu/cold-war</a></td>
<td>Cicero Cold War and Civil Rights <a href="http://cicerosystems.com/history/unit/cold-war">http://cicerosystems.com/history/unit/cold-war</a></td>
<td>Global Awareness is integrated through the reaction of foreign Governments to America’s civil rights struggle;</td>
</tr>
<tr>
<td>Standards: WHST.11-12.8 6.1.12.A.12.a</td>
<td></td>
<td>Debate: have the students debate the pros and cons of the United States and Soviet Union during the cold war period.</td>
<td></td>
<td>Civic Literacy is addressed by the efforts to overcome social and political inequality</td>
</tr>
<tr>
<td>Compare and contrast how the pursuit of nuclear weapons by industrialized countries (e.g., U.S., Soviet Union) and developing countries (e.g., Pakistan, India) affected international relations.</td>
<td>What impact did Soviet achievements in science and technologies have upon the U.S.? What role did the development of nuclear weapons have upon relations between</td>
<td>Cicero Lesson Plan Nuclear Proliferation <a href="http://cicerosystems.com/history/unit/cold-war/lesson_plan/2767/196">http://cicerosystems.com/history/unit/cold-war/lesson_plan/2767/196</a></td>
<td>Cicero Cold War and Civil Rights <a href="http://cicerosystems.com/history/unit/cold-war">http://cicerosystems.com/history/unit/cold-war</a></td>
<td></td>
</tr>
<tr>
<td>NJDOE Student Learning Objectives</td>
<td>Essential Question</td>
<td>Sample Activities</td>
<td>Resources</td>
<td>Interdisciplinary Connections</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>-----------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Standards: RH.11-12.9 6.1.12.D.12.b</td>
<td>Was the USA losing the Cold War because of the enemy within the US government?</td>
<td>Was the USA losing the Cold War because of the enemy within the US government?</td>
<td>Was the USA losing the Cold War because of the enemy within the US government?</td>
<td>Was the USA losing the Cold War because of the enemy within the US government?</td>
</tr>
<tr>
<td></td>
<td>What are the consequences of accusing and trying someone in the public eye?</td>
<td>What are the consequences of accusing and trying someone in the public eye?</td>
<td>What are the consequences of accusing and trying someone in the public eye?</td>
<td>What are the consequences of accusing and trying someone in the public eye?</td>
</tr>
<tr>
<td></td>
<td>What influence do you think McCarthyism has had on our political and private culture?</td>
<td>What influence do you think McCarthyism has had on our political and private culture?</td>
<td>What influence do you think McCarthyism has had on our political and private culture?</td>
<td>What influence do you think McCarthyism has had on our political and private culture?</td>
</tr>
<tr>
<td><strong>NJDOE Student Learning Objectives</strong></td>
<td><strong>Essential Question</strong></td>
<td><strong>Sample Activities</strong></td>
<td><strong>Resources</strong></td>
<td><strong>Interdisciplinary Connections</strong></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------------------</td>
<td>---------------------</td>
<td>--------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Evaluate the United States involvement in conflicts intended to contain communism (Korea, Vietnam, Cuban Missile Crisis). Explain the constitutional issues involving war powers, as they relate US military intervention in Korea and Vietnam.</td>
<td>Evaluate the United States involvement in conflicts intended to contain communism (Korea, Vietnam, Cuban Missile Crisis). Explain the constitutional issues involving war powers, as they relate US military intervention in Korea and Vietnam.</td>
<td><strong>Prezi:</strong> Create an informative slide show that explains constitutional issues involving war powers, as they relate to United States military intervention in the Korean War and the Vietnam War.</td>
<td><strong>SAS Curriculum Pathways Online Data Source:</strong> <a href="http://www.sascurriculumpathways.com/portal/Launch?id=936&amp;bhcp=1">http://www.sascurriculumpathways.com/portal/Launch?id=936&amp;bhcp=1</a></td>
<td><strong>Book Report:</strong> ELA “The Last Hot Battle of the Cold War South Africa vs Cuba in the Angolan Civil War” Peter Pollack</td>
</tr>
<tr>
<td></td>
<td>How did Kennedy respond to the crises that developed in Berlin and Cuba?</td>
<td><strong>SAS Curriculum Pathways Why was the Marshall Plan Effective?</strong> The Cuban Missile Crisis: Did Khrushchev keep his promise to defend Cuba? <a href="http://www.sascurriculumpathways.com/portal/Launch?id=936&amp;bhcp=1">http://www.sascurriculumpathways.com/portal/Launch?id=936&amp;bhcp=1</a></td>
<td>**netTrekker McCarthyism, Korea and the Cold War <a href="http://www.wisconsinhistory.org/turningpoints/tp-039/?action=more_essay">http://www.wisconsinhistory.org/turningpoints/tp-039/?action=more_essay</a></td>
<td></td>
</tr>
<tr>
<td>Standards: WHST.11-12.9 6.1.12.A.12.a</td>
<td>How did President Kennedy idealism impact Americans?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How would you have handled the expansion of communism if President?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What influence will cold war politics have on nations like Korea, Vietnam and Cuba?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prezi:</strong> Create an informative slide show that explains constitutional issues involving war powers, as they relate to United States military intervention in the Korean War and the Vietnam War.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>SAS Curriculum Pathways Online Data Source:</strong> <a href="http://www.sascurriculumpathways.com/portal/Launch?id=936&amp;bhcp=1">http://www.sascurriculumpathways.com/portal/Launch?id=936&amp;bhcp=1</a></td>
<td>**netTrekker McCarthyism, Korea and the Cold War <a href="http://www.wisconsinhistory.org/turningpoints/tp-039/?action=more_essay">http://www.wisconsinhistory.org/turningpoints/tp-039/?action=more_essay</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How did the Korean War begin, and how did President Truman and Gen. MacArthur differ in their view of the conduct of the war?</td>
<td><strong>Debate:</strong> The students should debate the conflicting points of view of President Truman and General MacArthur.</td>
<td>**ABC-Clio War in Korea (Research List)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What are the consequences of solving international problems through military intervention?</td>
<td><strong>Graphic Organizer:</strong> Create a graphic organizer displaying US conflicts and statistical evidence for or against US involvement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Has the USA established dangerous precedents for international conflicts by its military interventions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compare and contrast American public support of the government and military during Vietnam War and previous conflicts such as WWII or modern day conflicts (Iraq, Afghanistan)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standards: RH.11-12.6 RH.11-12.7 6.1.12.D.12.e</td>
<td>How did the Korean War begin, and how did President Truman and Gen. MacArthur differ in their view of the conduct of the war?</td>
<td>**netTrekker Gulf of Tonkin Resolution <a href="http://sheq.stanford.edu/cold-war">http://sheq.stanford.edu/cold-war</a></td>
<td>**netTrekker Vietnam War Bibliography <a href="http://www.clemson.edu/caah/history/FacultyPages/EdMoise/bibliography.html">http://www.clemson.edu/caah/history/FacultyPages/EdMoise/bibliography.html</a></td>
<td><strong>Fine Arts:</strong> The sweeping political, social and cultural changes of the 1960’s reflected a drastic departure from the conformity of the 1950’s. Illustrate and compare this through Music an art from the 2 era’s</td>
</tr>
</tbody>
</table>
## NJDOE Student Learning Objectives
Analyze the impact of the U.S. policy of containment on independence movements in Africa (e.g., Congo, Ethiopia, Somalia), Asia (e.g., Cambodia, China, Indonesia), the Caribbean (e.g., Cuba), and the Middle East (e.g., Israel, Palestine).

### Standards:
- WHST.11-12.7 6.1.12.D.12.a

## Essential Question
How did the concern over communism create a climate of fear in the U.S.?
Describe the similarities to the current “War on Terror” and the War on Communism?
How accurate was the governments “Domino Theory” of communist influence?
What are the Pros and Cons of US intervention in foreign affairs of other sovereign nations?
Do you think the USA playing the role of international policeman has benefitted our country as a whole?

### Sample Activities
- **SAS Curriculum Pathways**
  - Timeline: Create a timeline outlining actions taken by opposing sides of the cold war.
- **Compare and Contrast:** War on terror vs War on Communism.

### Resources
- **Cicero**
  - Cold War and Civil Rights [http://cicerosystems.com/history/unit/cold-war](http://cicerosystems.com/history/unit/cold-war)
- **SAS Curriculum Pathways**
- **Cicero**
  - [http://cicerosystems.com/history/units](http://cicerosystems.com/history/units)
- **netTrekker**
- **ABC-CLIO**
  - [http://databases.abc-clio.com/Multi/Mass Media/TV](http://databases.abc-clio.com/Multi/Mass Media/TV)

### Interdisciplinary Connections
**Mass Media/TV Production:**
Assess the impact of television on American life in the 1950's

## Essential Question
How did the Cold War end? [http://www.sascurriculumpathways.com/portal/Launch?id=1297](http://www.sascurriculumpathways.com/portal/Launch?id=1297)
Describe the similarities to the current “War on Terror” and the War on Communism?

### Sample Activities
- **Compare and Contrast:** War on terror vs War on Communism.

### Resources
- **Cicero**
  - Cold War and Civil Rights [http://cicerosystems.com/history/unit/cold-war](http://cicerosystems.com/history/unit/cold-war)
- **SAS Curriculum Pathways**
  - [http://www.sascurriculumpathways.com/portal/Launch?id=1299](http://www.sascurriculumpathways.com/portal/Launch?id=1299)
  - Debate: The Pros and Cons of US and Israel relationship.

### Standards:
- 6.1.12.A.12.c

## Essential Question
How did US and World economic and political policies create the past and current turmoil in the Middle East?
What effect has the formation of Israel after WWII brought to US policy in the Middle East?

### Sample Activities
- **SAS Curriculum Pathways**
  - Debate: The Pros and Cons of US and Israel relationship.

### Resources
- **Cicero**
  - Cold War and Civil Rights [http://cicerosystems.com/history/unit/cold-war](http://cicerosystems.com/history/unit/cold-war)
- **SAS Curriculum Pathways**
- **Cicero**
  - [http://cicerosystems.com/history/units](http://cicerosystems.com/history/units)

### Interdisciplinary Connections
**English/Language Arts:**
Reading, writing, speaking, and listening are integrated throughout the unit as essential components classwork, and class participation. In addition, media literacy is featured as students view a variety of non-print resources in order to make meaning of the development of American
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
</table>

Science: Use the Star Gazer IPhone App to view the constellations in the sky and research the origins of these heavenly bodies. Science and technology are integrated through the development of nuclear weapons, Sputnik, and the creation of NASA.
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How does geography play an important role in a country's success?</td>
<td><a href="http://www.sascurriculumpathways.com/portal/Launch?id=247">http://www.sascurriculumpathways.com/portal/Launch?id=247</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Why is agricultural technology so important to a country's success?</td>
<td><a href="http://www.sascurriculumpathways.com/portal/Launch?id=247">http://www.sascurriculumpathways.com/portal/Launch?id=247</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze how scientific advancements (e.g., vaccinations, telecommunications, atomic energy) impacted national and global economies and daily life.</td>
<td>How effective are current World Health organizations and the medical advances in eradicating pandemic conditions on a global scale?</td>
<td>ABC-CLIO Daily Life in History Contemporary America: Overview 1960 to present <a href="http://dailylife.abc-clio.com/Topics/Display/1427169">http://dailylife.abc-clio.com/Topics/Display/1427169</a></td>
<td>Cicero Cold War and Civil Rights <a href="http://cicerosystems.com/history/unit/cold-war">http://cicerosystems.com/history/unit/cold-war</a></td>
<td>Science and Technology is integrated through the development of atomic weapons and power, as well as medicine.</td>
</tr>
<tr>
<td></td>
<td>How does access or lack of access to modern medicines impact the economy of a nation?</td>
<td>Article Question and Answer: Ebola</td>
<td>ABC-Clio Medical Tourism: Overview Traveling abroad to obtain medical services <a href="http://issues.abc-clio.com/Topics/Display/1685353">http://issues.abc-clio.com/Topics/Display/1685353</a></td>
<td></td>
</tr>
<tr>
<td>Standards: 6.1.12.C.12.c</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### NJDOE Student Learning Objectives

Assess the role of public and private sectors in promoting economic growth and ensuring economic stability through regulatory practices, education, internal improvements, and employment opportunities.  
**Standards:** 6.1.12.C.12.c

### Essential Question

- What current steps are being taken in the US to decreasing the economic gap between rich and poor?  
- What role should the Government play in influencing the gap between the rich and poor?  
- What changes would you make in narrowing the gap between the rich and poor?

### Sample Activities

**Do World Trade Organization policies harm the environment?**  
http://www.sascurriculumpathways.com/portal/Launch?id=217

**Essay/Debate Topic:** Has the gap between the Rich and Poor in the USA increased or decreased in the past 50 years?

### Resources

**ABC-Clio: World Poverty: Overview**  
Articles primary secondary resources, discussion topics  
http://issues.abc-clio.com/Topics/Display/913472

### Interdisciplinary Connections

**Economics** Examine source data within the historical, social, political, geographic or economic context in which it was created

### Unit 2 Vocabulary

<table>
<thead>
<tr>
<th>Satellite states</th>
<th>The Rosenbergs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iron curtain</td>
<td>HUAC</td>
</tr>
<tr>
<td>Containment</td>
<td>Hollywood Ten</td>
</tr>
<tr>
<td>George Kennan</td>
<td>Blacklist</td>
</tr>
<tr>
<td>Truman Doctrine</td>
<td>CIA</td>
</tr>
<tr>
<td>United Nations</td>
<td>Hungarian Revolt</td>
</tr>
<tr>
<td>NATO</td>
<td>U-2 Incident</td>
</tr>
<tr>
<td>Marshall Plan</td>
<td>Suez Crisis</td>
</tr>
<tr>
<td>Berlin Airlift</td>
<td>Sputnik</td>
</tr>
<tr>
<td>38th parallel</td>
<td>Fidel Castro</td>
</tr>
<tr>
<td>Korean War</td>
<td>GI Bill</td>
</tr>
<tr>
<td>“Limited” war</td>
<td>Baby boom</td>
</tr>
<tr>
<td>McCarthyism</td>
<td>Suburbia</td>
</tr>
<tr>
<td>Red Scare</td>
<td>Military Industrial Complex</td>
</tr>
<tr>
<td>Alger Hiss</td>
<td></td>
</tr>
</tbody>
</table>

---
**DBQ (Required)**

**Mini-Q’s in American History**
- Why Did Japan Bomb Pearl Harbor?
  - EV pgs. 93-106
  - CV pgs. 107-116

<table>
<thead>
<tr>
<th>Choose 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Project (Suggested)</strong></td>
</tr>
</tbody>
</table>
Write an Explanatory Essay that compares American public support of the government and military during the Vietnam War with previous conflicts such as WWII or modern day conflicts (e.g., Iraq, Afghanistan). |
The state of New Jersey has an Amistad Commission Interactive Curriculum for grades K-12.  
http://www.njamistadcurriculum.net/

All New Jersey educators with a school email address have access to the curriculum free of charge. Registration can be found on the homepage of the NJ Amistad Curriculum. All Paterson public school Social Studies teachers should create a login and password.

The topics covered in the Amistad curriculum are embedded within our curricula units. The Amistad Commission Interactive Curriculum units contain the following topics:

1. Social Studies Skills  
2. Indigenous Civilization (1000-1600)  
3. Ancient Africa (3000-1492)  
4. The emerging Atlantic World (1200-1700)  
5. Establishment of a New Nation and Independence to Republic (1600-1800)  
6. The Constitution and Continental Congress (1775-1800)  
7. The Evolution of a New Nation State (1801-1860)  
8. The Civil War and Reconstruction (1861-1877)  
9. Post Reconstruction and the origins of the Progressive Era  
10. America Confronts the 20th Century and the emergent of Modern America (1901-1920)  
11. America In the 1920s and 1930s, Cultural, Political, and Intellectual, Development, and The New Deal, Industrialization and Global Conflict (1921-1945)  

The Amistad Commission Interactive Curriculum contains the following resources for a teacher's use that aligns with the topics covered:
All Resources on the NJ Amistad Curriculum website site are encouraged and approved by the district for use.