Social Studies Curriculum

United States History II Honors
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.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>The Great Depression and World War II (1929-1945)</td>
<td>7-9 Weeks</td>
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<tr>
<td>Unit 2</td>
<td>The Great Depression and World War II (1929-1945)</td>
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<td>Unit 3</td>
<td>Postwar United States: Civil Rights and Social Change (1945 to Early 1970’s)</td>
<td>7-9 Weeks</td>
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<td>Unit 4</td>
<td>Post War United States: Emergence of Modern USA in Today’s World (1980-2000)</td>
<td>7-9 Weeks</td>
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<td>Unit 5</td>
<td>Contemporary United States: International Policies and Interconnected Global Society</td>
<td>7-9 Weeks</td>
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### Educational Technology Standards

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#### 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

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.

### CRP1. Act as a responsible and contributing citizen and employee
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.

### CRP2. Apply appropriate academic and technical skills.
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.

### CRP3. Attend to personal health and financial well-being.
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.
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.
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**

<table>
<thead>
<tr>
<th>CRP12. Work productively in teams while using cultural global competence.</th>
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<tr>
<td>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.</td>
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## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

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<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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<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>
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<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
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<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>
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<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
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<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
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### Assistive Technology
- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

### Tests/Quizzes/Grading
- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention
- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

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

Accommodate Based on Students Individual Needs: Strategies

- Adaption 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.
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<tr>
<th>Grade: 11</th>
<th>Unit: 5</th>
<th>Topic: Contemporary United States: Domestic Policies</th>
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<tbody>
<tr>
<td></td>
<td>Contemporary United States: International Policies and Interconnected Global Society Approx. 6 Weeks</td>
<td>Differing views on government’s role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.</td>
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Standards: CCSS: RH.11-12.3 RH.11-12.6 RH.11-12.7 WHST.11-12.2a-f WH.11-12.6 WH.11-12.7 WH.11-12.8 WH.11-12.9

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<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
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<tr>
<td>Evaluate the economic, political, and social impact of new and emerging technologies (e.g., satellite, computers, the Internet, and cellular technology) on individuals and nations.</td>
<td>How have current modern technology and planned obsolescence of technologies affected individuals and the USA? How has the gap between developed and undeveloped countries expanded because of internet and associated technologies?</td>
<td>DBQ ABC-Clio Complete lesson plan with materials. % questions to be answered with follow-up exercises. Essential Question: Do today's rapidly changing technologies help or hurt our communities? <a href="http://popculture.abc-clio.com/Analyze/Display/1518645?cid=9&amp;terms=technology">http://popculture.abc-clio.com/Analyze/Display/1518645?cid=9&amp;terms=technology</a></td>
<td>Emerging trends in Computing <a href="http://www.edu-cyberpg.com/Technology/trends.html">http://www.edu-cyberpg.com/Technology/trends.html</a> National Museum of Industrial History <a href="http://www.nmih.org/start.html">http://www.nmih.org/start.html</a></td>
<td>English/Language Arts: Reading, writing, speaking, and listening are integrated throughout the unit as essential components of homework, classroom, and class participation.</td>
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Standards: 6.1.12.C.16.a
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| Can the introduction of internet and modern technology aid in the economic and educational gap of underdeveloped countries? | Do today’s rapidly changing technologies help or hurt our communities? | **Cicero:** Interactive video. Students will watch video covering background of globalization. 10 follow-up questions. All materials included. [http://cicerosystems.com/history/unit/new-millennium/watch/3234/6188](http://cicerosystems.com/history/unit/new-millennium/watch/3234/6188) | **Essay**
Gather relevant information from multiple sources to support a prediction regarding the impact of technology on the global workforce, entrepreneurship, and access to education. (See resources)

**SAS Curriculum Pathways**
Complete interactive lesson plan with materials. Analysing the effect of polls and the media on elections.
- Investigate polls that measure public opinion.
- Analyze a poll on a current issue.
- Prepare a critique assessing its validity.
[http://www.sascurriculumpathways.com/portal/Launch?id=411&bhcp=1](http://www.sascurriculumpathways.com/portal/Launch?id=411&bhcp=1) | **Khan Academy**

**netTrekker:**


The Impact of Information Technology on Work and Society [http://www.benmeadowcroft.com/reports/impact/](http://www.benmeadowcroft.com/reports/impact/) | **Science and technology are integrated through the examination of the expanded use of tools of technology, as well as developments in the field of medicine.** |

**Standards:** 6.1.12.B.16.a
6.1.12.D.16.a

**Determine the impact of media and technology on world politics during this time period by considering their role to inform, organize, and influence individuals, organizations, and government.**
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<tr>
<td>Analyze the social and economic impact of American popular, political and consumer cultures other world cultures from multiple perspectives, during this time period.</td>
<td>How have advances in technology increased the pace of life of Americans?</td>
<td>Prezi/PowerPoint/Poster Presentation: Students will first outline the phenomenon of American culture. Next its effects on globalization and other countries. (See resources)</td>
<td>netTrekker: The Formation of Modern American Mass Culture <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&amp;psid=3397">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&amp;psid=3397</a> The Birth of American Pop Culture <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&amp;psid=3555">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&amp;psid=3555</a></td>
<td>Global Awareness is integrated through examination of global trade policies, the outsourcing of labor, and the rise of radical Islamic fundamentalism and terrorism.</td>
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<tr>
<td>Evaluate various explanations of how the Cold War ended, and determine which explanation best accords with textual evidence, considering: •The foreign policy of the Reagan administration •Internal weaknesses of the Russian economy •The leadership of Mikhail Gorbachev •Pro-democracy movements within communist nations.</td>
<td>What were the factors behind the resurgence of conservative values, and what were the major goals of the “New Right”?</td>
<td>Library Display: • Investigate the global context in which the Cold War developed from the late 1940s to the early 1960s • Analyze the political and cultural aims of Cold War adversaries • Compare the political rhetoric with the actual level of tension Students will complete display and provide written summary including answering the essential question: What ended the Cold War?</td>
<td>Khan Academy 7 videos starting with Korean War and ending in review of Cold War interventions by the USA. <a href="https://www.khanacademy.org/humanities/history/euro-hist/cold-war/v/communism">https://www.khanacademy.org/humanities/history/euro-hist/cold-war/v/communism</a></td>
<td>Financial Literacy is integrated through analysis of the Bush tax cuts, the recession of 2008 and the current unhealthy economic climate.</td>
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<tr>
<td>Standards: RH.11-12.3 6.1.12.A.15.a</td>
<td>How did President Reagan’s economic policies address the problems of unemployment and inflation?</td>
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<td></td>
<td>Was the “Cold War” a military or economic War?</td>
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<td></td>
<td>What ended the Cold War?</td>
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<td>Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy, by examining U.S. relationships with the world's nuclear and non-nuclear powers since the fall of the Soviet Union. <strong>Standards:</strong> 6.1.12.A.15.d 6.1.12.A.15.a</td>
<td>How has access to nuclear weapons by smaller nations impacted the balance of power in the World today? What are the problems associated with the breakup of the former Soviet Union? What do you see as possible outcomes as smaller nations seek to enter the nuclear era? <strong>Timeline:</strong> Students will create timeline starting in WWII and ending today mapping eth start of Arms race and its current status. (See resources for examples)</td>
<td><strong>Khan Academy</strong> 7 videos starting with Korean War and ending in review of Cold War interventions by the USA. <a href="https://www.khanacademy.org/humanities/history/eurohist/cold-war/v/communism">https://www.khanacademy.org/humanities/history/eurohist/cold-war/v/communism</a> <strong>netTrekker:</strong> Sample TimeLine of Arms Race. <a href="http://www.pbs.org/wgbh/americanhistory/bomb/timeline/index.html">http://www.pbs.org/wgbh/americanhistory/bomb/timeline/index.html</a></td>
<td><strong>Global Awareness</strong> is integrated through examination of global trade policies, the outsourcing of labor, and the rise of radical Islamic fundamentalism and terrorism.</td>
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| Investigate why natural resources (i.e., fossil fuels, precious and rare-Earth metals, food, and water) continue to be a source of regional and international conflict.  
**Standards:** 6.1.12.B.16.a | How did foreign and domestic terrorism impact the U.S. in the 1990’s and 21st Century?  
Why has the quest for natural resources and water created regional conflicts around the world? | **Conduct research:** to determine the effectiveness of the United States in pursuing national interests (e.g., securing shipping lanes, resources, military bases, suppressing foreign threats) while also attempting to address global problems (e.g., human rights abuses, regional instability, scarcity, economic stagnancy) during this time period. | **Brookings Institute**  
*50 facts about US nuclear Weapons*  
http://www.brookings.edu/about/projects/archive/nuclear-weapons/50 | **Environmental Literacy**  
is integrated through the causes and effects of global warming, the impact of natural disasters, and efforts to maintain safe drinking water at home and abroad. |
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<td>Has the disproportionate consumption of natural resources by some nations (USA, Great Britain) created problems in other areas of the world (Middle East)? Have access to natural resources become bargaining tools for some nations?</td>
<td>Analyze measures taken by the U.S. and others to address issues concerning the distribution and sustainability of natural resources (e.g., conservation, diplomacy, technological innovation, aid, security) in this time period. Relate the role of America’s dependence on foreign oil to its economy and foreign policy in this time period. <strong>Interactive Media Lesson</strong> SAS Curriculum Pathways: Complete lesson plan examining the oil embargo of the 1970’s by OPEC. <a href="http://www.sascurriculumpathways.com/portal/Launch?id=1299&amp;bhcp=1">http://www.sascurriculumpathways.com/portal/Launch?id=1299&amp;bhcp=1</a></td>
<td><strong>Evaluate the effectiveness of United States efforts (e.g., aid, military intervention, trade policy, diplomacy) in supporting the economic and democratic growth of developing nations</strong> Standards: 6.1.12.B.16.a</td>
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| Evaluate the factors that led to the widening of the gap between the rich and poor, in the US and other countries, and evaluate how this has affected individuals and society. | How does the USA influence public policies of international relief organizations through funding and support? How has the rapid advance in technology adversely affected impoverished nations more than others? What do you see as possible outcomes of impoverished nations becoming more and more desperate to decreasing the economic gap? | **Term Paper**  
**Cicero:** Students will study Social Darwinism and its effects on society and wealth distribution. Complete lesson plan that can be catered to achieve multiple results and final projects. Students will 1. Apply an idea studied and learned in a certain context to a different context and evaluate its validity 2. Explain how people will sometimes borrow new ideas to justify old beliefs and behaviors  
http://cicerosystems.com/history/unit/world-war-i/lesson_plan/2825/143 | **netTrekker:**  
"In my name: Be the Generation that ends poverty"  
**ABC-Clio World Poverty Overview**  
http://issues.abc-clio.com/Topics/Display/913472?cid=41&terms=poverty | **Media literacy** is featured as students view a variety of non-print resources in order to make meaning of the development of social classes. |

**Community based Presentation/Project:**  
How does hunger impact individuals and communities? Students will present findings in selected ways (Essay, netTrekker: "In my name: Be the Generation that ends poverty"  
**ABC-Clio World Poverty Overview**  
http://issues.abc-clio.com/Topics/Display/913472?cid=41&terms=poverty | **Media literacy** is featured as students view a variety of non-print resources in order to make meaning of the development of social classes. |
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<td>Compare the perspectives of other nations and those from the United States regarding United States foreign policy towards Latin America, Middle East, and Asia during the presidential administrations of this time period.</td>
<td>How do other world governments regarding their respective foreign policies view contemporary US administrations? Does the view of the USA by other countries change from one presidency to another? What effect does US immigration policy have on the perspective many nations take on the US?</td>
<td><strong>Exploratory Essay:</strong> Write an informative text to explain how and why religious tensions and historic differences in the Middle East have led to international conflicts. <strong>U.S. Foreign Policy and ISIS</strong> <a href="http://worldhistory.abc-clio.com/Feature/Story/1881096?cid=1881096">http://worldhistory.abc-clio.com/Feature/Story/1881096?cid=1881096</a></td>
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<td>Evaluate the effectiveness of the United States government’s efforts to provide humanitarian assistance during international natural disasters and times of crises.</td>
<td>How effective has the US been in reacting to world natural disasters and crisis? What role does the USA play in providing aid to international disasters? What are some of the motives beyond the obvious to the US aiding other countries during crisis? Do you think the US feels their aid should be reciprocated during natural disasters at home?</td>
<td><strong>Gallery Walk:</strong> Students will progress through Gallery walk adding and commenting on (3) basic questions: 1. Are there means of limiting world poverty? 2. What are some programs that have been effective towards eradicating world poverty? 3. Will forgiving a poor country’s debt help end poverty? Why or why not? (See Resources for complete list of resources for above questions)</td>
<td><strong>ABC-Clio:</strong> World Poverty: Discussion Questions <a href="http://issues.abc-clio.com/Topics/Display/913472?cid=75&amp;sid=1120131&amp;useConcept=False">http://issues.abc-clio.com/Topics/Display/913472?cid=75&amp;sid=1120131&amp;useConcept=False</a></td>
<td>Science and technology are integrated through the examination of the expanded use of tools of technology, as well as developments in the field of medicine.</td>
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Amistad Additional Resources

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 teachers 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.
## DBQ (Required)

**Should the US Drill for Oil in Alaska’s Wilderness?**

Alaskan Oil– Enhanced Version 161-174  
Alaskan Oil – Clean Version 175-184

## Unit Project (Suggested)

Use technology to collaborate with students from other countries and develop a written product that proposes possible solutions to an issue of environmental or social justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations. Utilize current technology to establish contact and discussion questions with another school in another country. (Skype, Internet etc.)

## Unit Project (Suggested)

**SAS Curriculum Pathways**

Complete interactive lesson plan. Individual/Group presentations of 3-4 students.

1. Assume the role of U.S. State Department official asked to write a briefing report on a specific period of the Arab-Israeli conflict and peace process.
2. A briefing report should prepare the reader by providing key information about a political situation. Choose (or your teacher will assign) one of the following periods of the conflict/peace process and cite the specific documents related to it in your presentation written report:

**Your report should contain the following:**
- A brief chronology and historical summary of the period
- Accompanying maps and/or diagrams where necessary
• Identification of key players and key issues
• Analysis of the historical documents (quoting from the text when appropriate)
• The political origins of the Jewish state and the push to establish the state of Israel after World War II
  o (The Balfour Declaration and The Mandate for Palestine)
• The creation of the state of Israel and the resulting Arab-Israeli War in 1948
  o (The Partition of Palestine: UN General Assembly Resolution 181 and The Declaration of the Establishment of the State of Israel)
• The formation of the PLO
  o (UN Security Council Resolution 242)
• The Six-Day War and wave of terrorism that continued throughout the 1970s and the resulting 1979 Camp David Peace Accords
  o (1979 Egypt-Israeli Peace Treaty)
• The intifada in the 1980s and motion towards renouncing terrorism that led to the peace process between Israel and the PLO
  o (Israel-Palestine Liberation Organization Agreement: 1993)
• The peace process between Israel and the Arab nations of Jordan and Syria
  o (Israel-Jordan Peace Treaty of Peace Between Israel and Jordan, 1994)
• The most recent developments in implementing Israeli-Palestinian agreements on the status of West Bank and Gaza Strip territories
  o (Middle East: The Road Map to Peace and Two-state solution)