

**TOMS RIVER REGIONAL SCHOOLS SOCIAL STUDIES CURRICULUM
AND PACING GUIDE**

Content Area: Social Studies

Course Title: United States History II

Grade Level: 11

**Unit Plan 1
Imperialism Spanish American War
World War I
(1890-1920)**

**Pacing Guide
5 Weeks**

**Unit Plan 2
Foreign Policy, Great Depression, World
War II (1920-1945)**

**Pacing Guide
7 Weeks**

**Unit Plan 3
Origins of the Cold War
And Postwar United States
(1945-1963)**

**Pacing Guide
4 Weeks**

**Unit Plan 4
Era of Activism 1960's**

**Pacing Guide
5 Weeks**

**Unit Plan 5
The Transitional 1970's Economic
Globalization, Middle East Conflicts**

**Pacing Guide
6 Weeks**

**Unit Plan 6
The 1980's to the Modern Era**

**Pacing Guide
7 Weeks**

Date Created: February 3, 2012 By Anthony Buczynski Jackson School District

Margaret Wright Toms River Regional

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Board Approved on:

Formative Assessments (*one or many may be used*)

- Map exercises
- Group research and presentations.
- Tests: essay, multiple choice, short answer, map.
- Creative Writing from points of view
- Written and/or oral discussions/debates
- Book reports
- Portfolios
- PowerPoint's, Web Pages
- Current event reports

Summative Assessments (*one or many may be used*)

- End of unit / chapter tests.
- End of term / semester tests.
- Mid-unit quizzes
 - All evaluations may contain some or all: Multiple choice, true/false, short answer, essay, and visual identification and description questions.

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plans

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Textbook:

- Varies by school district

Internet based materials:

- Data bases
- Weblessons
- United Streaming
- Power Points
- Other educational domain materials

Video/DVD:

- Rough Riders
- The Century- America's Time with Peter Jennings Series (All Eras of 20th Century)
- MPI Series- The 20th Century
- Triangle Shirtwaiste Factory Fire
- Flyboys, The Lost Battalion
- Black Blizzard, Iron Jawed Angels, Cinderella Man
- Schindler's List, Rise and Fall of the Third Reich, The Boy in the Striped Pajamas, Escape from Sobibor, The Pianist, Resistance, Life is Beautiful, Rape of Nanking, Swing Kids
- 13 Days, All the President's Men, The Day After
- Mississippi Burning, Ghosts of Mississippi, The Help, I Have a Dream Speech
- We Were Soldiers, Platoon
- Frost/Nixon, Forrest Gump
- Hotel Rwanda, Black Hawk Down, The Hurt Locker, In Memoriam 9/11/01, United 93

Teacher Notes:

These are guidelines for the teacher to use. There are many variations that can be used to customize the lessons to each style of teaching.

TOMS RIVER REGIONAL SCHOOLS SOCIAL STUDIES CURRICULUM
SOUTHERN REGIONAL SCHOOL DISTRICT
Unit Overview

Content Area: Social Studies

Unit Summary : Imperialism is the military, political and economic domination by a stronger country towards a weaker country for purposes of exploitation. Unit will discuss the grab for power by competing nations and how this led to the start of the First World War.

Primary interdisciplinary connections:

Different selections in English which apply to subject matter.

21st century themes: Examine the global economy and how countries involve themselves in foreign events based upon their own national interests.

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Different selections in English which apply to subject matter.

21st century themes: Examine the global economy and how countries involve themselves in foreign events based upon their own national interests.

Learning Targets

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • Evaluate why it was necessary for America to establish sphere of influences throughout the world. • Analyze the establishment of the United States as a world power to be reckoned with. • Why did the United States emerge from isolationism to become involved in WWI. • Examine how the Treaty of Versailles resulted in the events that led to World War II. 	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> • In what ways do the concepts of American Exceptionalism/Social Darwinism contribute to the United States emerging as a world power? • What is the impact of immigration on national policies? • What are the social impacts of war upon the diverse society that is the United States? • How does technology influence how the United States conducts a tactical war effort?

	<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • The geographic locations of countries impacted by imperialism. • The circumstances through which the United States became the protectorate of the Western Hemisphere. • The events that pulled countries, including the U.S. into WWI. • The conflict between the style of warfare and new technology resulted in mass casualties. and stalemate. • The influence of the United States upon the outcome of WWI. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify and label the locations impacted by Imperialism. • List and analyze documents related to US Imperialism. • State the reasons for and methods used by the United States in obtaining territory through Imperialism. • Students will explain the many “isms” and alliances the led to WWI. • Students will connect the Zimmerman note and the sinking of American ships to the ultimate declaration of war. • Students will explain how the styles of war had to keep pace with new technologies. • State how the failure of the Versailles Conference led to the start of World War II.
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Content Standards

CONTENT STANDARDS LINK: <http://www.state.nj.us/education/cccs/standards/6/index.html>

CPI #	Cumulative Progress Indicator (CPI)
6.1.11.A.7.a	Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
6.2.11.A.7.b	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.
6.2.11.A.7.c	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
6.2.11.B.7.a	Explain how global competition by nations for land and resources led to increased militarism.

6.2.11.C.7.a	Determine how technological advancements affected the nature of World War I on land, on water, and in the air
6.2.11.C.7.b	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
6.2.11.D.7.a	Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.
6.2.11.D.7.b	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
6.2.11.D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.

21st Century	
6.3.12.A.1	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
6.3.12.A.2	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.
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.
6.3.12.C.1	Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.
6.3.12.D.1	Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.

Core State Standards For English Language Arts & Literacy in History/Social Studies	
RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and

	media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8.	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
RH.11-12.9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Core State Standards For English Language/ Writing language arts	
WHST.11-12.1.	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> • Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. • Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from or supports the argument presented.
WHST.11-12.2.	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> • Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. • Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.11-12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7.	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.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Technology	
8.1.12.A.1	Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.
8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
8.1.12.A.3	Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
8.1.12.A.4	Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.
8.1.12.B.1	Design and pilot a digital learning game to demonstrate knowledge and skills related to one or more content areas or a real world situation.
8.1.12.C.1	Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.
8.1.12.D.1	Evaluate policies on unauthorized electronic access (e.g., hacking) and disclosure and on dissemination of personal information.
8.1.12.D.2	Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
8.1.12.D.3	Compare and contrast international government policies on filters for censorship.
8.1.12.D.4	Explain the impact of cyber crimes on society.
8.1.12.E.1	Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem
8.1.12.E.2	Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.
8.1.12.F.1	Select and use specialized databases for advanced research to solve

	real-world problems.
8.1.12.F.2	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.

21st Century Life and Career	
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
9.1.12.A.3	Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries.
9.1.12.A.4	Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.
9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.B.2	Create and respond to a feedback loop when problem solving.
9.1.12.B.3	Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
9.1.12.C.1	Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.
9.1.12.C.3	Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.
9.1.12.C.4	Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
9.1.12.D.1	Interpret spoken and written communication within the appropriate cultural context.
9.1.12.D.2	Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
9.1.12.D.3	Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.
9.1.12.E.1	Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.

9.1.12.E.2	Generate digital media campaigns in support of or opposing a current political, social, or economic issue.
9.1.12.E.3	Design a digital communication system to alert other countries in the event of a natural disaster.
9.1.12.E.4	Predict the impact of emerging media technologies on international business and globalization.
9.1.12.E.5	Compare laws governing the unethical use of media in different countries.
9.1.12.F.1	Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace.
9.1.12.F.2	Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
9.1.12.F.3	Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad.
9.1.12.F.4	Explain the impact of computer hacking on products and services
9.1.12.F.5	Formulate an opinion regarding a current workplace or societal/ethical issue based on research.
9.1.12.F.6	Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.
9.2.12.A.1	Analyze the relationship between various careers and personal earning goals.
9.2.12.A.2	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
9.2.12.A.3	Analyze how the economic, social, and political conditions of a time period can affect starting a business and can affect a plan for establishing such an enterprise.
9.2.12.A.4	Summarize the financial risks and benefits of entrepreneurship as a career choice.
9.2.12.A.5	Evaluate current advances in technology that apply to a selected occupational career cluster.
9.2.12.A.6	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
9.2.12.A.7	Analyze different forms of currency, how currency is used to exchange goods and services, and how it can be transferred from one person's business to another.
9.2.12.A.8	Analyze how personal and cultural values impact spending and other financial decisions.
9.2.12.A.9	Demonstrate how exemptions and deductions can reduce taxable income.
9.2.12.A.10	Explain the relationship between government programs and services and taxation.

9.2.12.A.11	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
9.2.12.A.12	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
9.2.12.B.1	Prioritize financial decisions by systematically considering alternatives and possible consequences.
9.2.12.B.2	Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
9.2.12.B.3	Construct a plan to accumulate emergency "rainy day" funds.
9.2.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
9.2.12.B.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
9.2.12.B.6	Design and utilize a simulated budget to monitor progress of financial plans
9.2.12.B.7	Develop personal financial planning strategies that respond to and use tax deductions and shelters.
9.2.12.B.8	Describe and calculate interest and fees that are applied to various forms of spending, debt, and saving.
9.2.12.B.9	Chart and evaluate the growth of mid- and long-term investments.
9.2.12.B.10	Develop a plan that uses the services of various financial institutions to meet personal and family financial goals.
9.2.12.C.1	Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions
9.2.12.C.2	Compare and compute interest and compound interest and develop an amortization table using business tools.
9.2.12.C.3	Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit
9.2.12.C.4	Compare and contrast the advantages and disadvantages of various types of mortgages.
9.2.12.C.5	Analyze the information contained in a credit report and explain the importance of disputing inaccurate entries
9.2.12.C.6	Explain how predictive modeling determines "credit scores."
9.2.12.C.7	Explain the rights and responsibilities of buyers and sellers under consumer protection laws, and discuss common unfair or deceptive business practices.
9.2.12.C.8	Evaluate the implications of personal and corporate bankruptcy for self and others.
9.2.12.D.1	Summarize how investing builds wealth and assists in meeting long- and short-term financial goals.
9.2.12.D.2	Assess factors that influence financial planning.
9.2.12.D.3	Justify the use of savings and investment options to meet targeted goals
9.2.12.D.4	Analyze processes and vehicles for buying and selling investments.

9.2.12.D.5	Compare the risk, return, and liquidity of various savings and investment alternatives.
9.2.12.D.6	Explain how government and independent financial services and products are used to achieve personal financial goals.
9.2.12.D.7	Relate savings and investment results to achievement of financial goals.
9.2.12.D.8	Differentiate among various investment products and savings vehicles and how to use them most effectively.
9.2.12.D.9	Assess the role of revenue-generating assets as mechanisms for accruing and managing wealth.
9.2.12.D.10	Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.
9.2.12.D.11	Determine the impact of various market events on stock market prices and on other savings and investments.
9.2.12.D.12	Evaluate how taxes affect the rate of return on savings and investments.
9.2.12.D.13	Analyze how savings, retirement plans, and other investment options help to shift current income for purposes of tax reporting and filing.
9.2.12.E.1	Analyze and apply multiple sources of financial information when prioritizing financial decisions.
9.2.12.E.2	Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.
9.2.12.E.3	Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.
9.2.12.E.4	Evaluate business practices and their impact on individuals, families, and societies.
9.2.12.E.5	Evaluate written and verbal contracts for essential components and for obligations of the lender and borrower.
9.2.12.E.6	Apply consumer protection laws to the issues they address.
9.2.12.E.7	Relate consumer fraud, including online scams and theft of employee time and goods, to laws that protect consumers.
9.2.12.E.8	Determine when credit counseling is necessary and evaluate the resources available to assist consumers who wish to use it.
9.2.12.E.9	Determine reasons for the increase of identity theft worldwide and evaluate the extent to which victims of identity theft are successful in fully restoring their personal identities.
9.2.12.F.1	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
9.2.12.F.2	Summarize the concept and types of taxation used to fund public initiatives.
9.2.12.F.3	Assess the impact of emerging global economic events on financial planning.
9.2.12.F.4	Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

9.2.12.F.5	Summarize the purpose and importance of a will.
9.2.12.F.6	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures
9.2.12.F.7	Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.
9.2.12.F.8	Evaluate the effects of entrepreneurship on economic stability and quality of living in local and global communities
9.2.12.G.9	Explain how to self-insure and how to determine when self-insurance is appropriate.
9.2.12.G.10	Determine when and why it may be appropriate for the government to provide insurance coverage, rather than private industry.
9.3	9.3 Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
9.4 Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table .)

Unit Title: The “Roaring” Twenties, Great Depression, World War II
Target Course/Grade Level: United States History II Grade 11
Unit Summary : The 1920’s was a dichotomy of economic boom, conspicuous consumption and flagrant disregard for economic responsibility. Socially and culturally there were great changes and contributions. The abuses of the 1920’s as well as over farming in the Midwest mixed with poor land-use policies and natural climatic events resulted in the decline of the American economy. The Worldwide economic depression combined with the Treaty of Versailles leads to the rise of fascist governments leading the world into WWII.

Learning Targets	
Unit Essential Questions	<p>Unit Enduring Understandings <i>Students will understand...</i></p> <ul style="list-style-type: none"> • Students will address the positives and negatives of US involvement in a global environment. • Students will recognize potential abuses when there are absolutely no government regulations regarding the economy. • Students will determine what the role of the federal government is regarding the economy. • Compare and contrast stimulus bills of the 21st Century. • Students will draw connections with how the US government dealt with hostile governments in the 1930’s with how the US deals with hostile governments today.
<ul style="list-style-type: none"> • Why did many Americans feel compelled by Harding’s ideal of returning to “Normalcy”? • What were the economic and financial practices that led to fall of the American Economy? 	

- How did America change in the 1920's?
- Why did President Roosevelt feel it was necessary to establish agencies to deal with the economic problems facing America?
- What social conditions permitted the rise of dictators?
- How did American move from a neutral stance to gradual involvement to total participation in WWII?
- Why did the Allies win WWII?

Unit Objectives

Students will know...

- The reasons why the US returned to isolationism after the conclusion of WWI.
- The reasons why the economic bubble of the Roaring Twenties burst at the end of the decade.
- The social, economic, scientific, cultural and demographic changes in the United States.
- The policies of the New Deal

Unit Objectives

Students will be able to...

- List and discuss how and why the United States returned to "Normalcy."
- Explain the potential economic abuses by both industry as well as individuals in contributing to the Stock Market Crash and the Great Depression.
- Analyze how America changed socially, economically, scientifically, culturally and demographically.
- Explain the growth of Federal power through the function of specific New Deal programs.
- Identify locations of regimes on maps. Explain how the belief in ethnic/racial superiority led to conquest and genocide.
- Explain how the failure of the League of Nations resulted in events spiraling to War in Europe.
- State why the United States abandoned its position of neutrality and how the war impacted all aspects of American life on the home front.
- Explain how Germany lost and wasted resources through the invasion of Russia and the operation of labor/concentration and death camps.
- What led to the use of the atomic bombs thus ending WWII?

	<p>and how the federal government expanded its role in addressing the economic crisis.</p> <ul style="list-style-type: none"> • The events that permitted the rise of totalitarian regimes. • The US transition from neutrality to military involvement in WWII. • Conclude the effectiveness of the Allies war strategy in regards to initiating the surrender of the Axis powers. 	
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Content Standards

CONTENT STANDARDS LINK: <http://www.state.nj.us/education/cccs/standards/6/index.html>

CPI #	Cumulative Progress Indicator (CPI)
6.1.12.A.6.a	Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
6.1.12.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women’s suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
6.1.12.A.6.c	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
6.1.12.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
6.1.12.B.6.b	Compare and contrast issues involved in the struggle between

	the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial
6.1.12.C.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
6.1.12.C.6.b	Determine how supply and demand influenced price and output during the Industrial Revolution.
6.1.12.C.6.c	Determine how supply and demand influenced price and output during the Industrial Revolution.
6.1.12.D.6.a	Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.
6.1.12.D.6.b	Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.
6.1.12.D.6.c	Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.
6.1.12.D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
6.1.12.A.8.a	Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
6.1.12.A.8.b	Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.
6.1.12.A.8.c	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
6.1.12.B.8.a	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
6.1.12.C.8.a	Analyze the push-pull factors that led to the Great Migration.
6.1.12.C.8.b	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
6.1.12.D.8.a	Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence
6.1.12.D.8.b	Assess the impact of artists, writers, and musicians of the

	1920s, including the Harlem Renaissance, on American culture and values
6.1.12.A.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.
6.1.12.B.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
6.1.12.C.9.a	Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
6.1.12.C.9.b	Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
6.1.12.C.9.c	Explain the interdependence of various parts of a market economy.
6.1.12.C.9.d	Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.
6.1.12.D.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
6.1.12.D.9.b	Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
6.1.12.A.10.a	Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal.
6.1.12.A.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.
6.1.12.A.10.c	Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
6.1.12.B.10.a	Assess the effectiveness of New Deal programs designed to protect the environment.
6.1.12.C.10.a	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
6.1.12.C.10.b	Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
6.1.12.D.10.a	Analyze how other nations responded to the Great Depression.
6.1.12.D.10.b	Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
6.1.12.D.10.c	Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.
6.1.12.D.10.d	Determine the extent to which New Deal public works and

	arts programs impacted New Jersey and the nation
6.1.12.A.11.a	Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.
6.1.12.A.11.b	Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
6.1.12.A.11.c	Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
6.1.12.A.11.d	Analyze the decision to use the atomic bomb and the consequences of doing so.
6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
6.1.12.B.11.a	Explain the role that geography played in the development of military strategies and weaponry in World War II.
6.1.12.C.11.a	Apply opportunity cost and trade-offs to evaluate the shift in economic resources from the production of domestic to military goods during World War II, and analyze the impact of the post-war shift back to domestic production
6.1.12.C.11.b	Relate new wartime inventions to scientific and technological advancements in the civilian world.
6.1.12.D.11.a	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
6.1.12.D.11.b	Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
6.1.12.D.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

21st Century	
6.3.12.A.1	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
6.3.12.A.2	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.
6.3.12.C.1	Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.
6.3.12.D.1	Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.

Core State Standards For English Language Arts & Literacy in History/Social Studies	
RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Core State Standards For English Language/ Writing language arts	
WHST.11-12.2.	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> • Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language, domain-specific vocabulary and techniques such as

	<p>metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <ul style="list-style-type: none"> • Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.11-12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
WHST.11-12.7.	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.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Technology	
8.1.12.A.1	Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.
8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
8.1.12.A.3	Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
8.1.12.C.1	Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.
8.1.12.D.2	Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
8.1.12.D.3	Compare and contrast international government policies on filters for censorship.
8.1.12.D.4	Explain the impact of cyber crimes on society.

8.1.12.E.1	Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem
8.1.12.E.2	Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.
8.1.12.F.1	Select and use specialized databases for advanced research to solve real-world problems.
8.1.12.F.2	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.

21st Century Life and Career	
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
9.1.12.A.3	Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries.
9.1.12.A.4	Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.
9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.B.2	Create and respond to a feedback loop when problem solving.
9.1.12.B.3	Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.
9.1.12.C.3	Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.
9.1.12.C.4	Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
9.1.12.D.1	Interpret spoken and written communication within the appropriate cultural context.
9.1.12.D.2	Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.

9.1.12.D.3	Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.
9.1.12.E.1	Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
9.1.12.E.5	Compare laws governing the unethical use of media in different countries.
9.1.12.F.2	Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
9.1.12.F.3	Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad.
9.1.12.F.5	Formulate an opinion regarding a current workplace or societal/ethical issue based on research.
9.1.12.F.6	Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.
9.2.12.A.1	Analyze the relationship between various careers and personal earning goals.
9.2.12.A.2	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
9.2.12.A.3	Analyze how the economic, social, and political conditions of a time period can affect starting a business and can affect a plan for establishing such an enterprise.
9.2.12.A.4	Summarize the financial risks and benefits of entrepreneurship as a career choice.
9.2.12.A.5	Evaluate current advances in technology that apply to a selected occupational career cluster.
9.2.12.A.6	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
9.2.12.A.7	Analyze different forms of currency, how currency is used to exchange goods and services, and how it can be transferred from one person's business to another.
9.2.12.A.8	Analyze how personal and cultural values impact spending and other financial decisions.
9.2.12.A.9	Demonstrate how exemptions and deductions can reduce taxable income.
9.2.12.A.10	Explain the relationship between government programs and services and taxation.
9.2.12.A.11	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
9.2.12.A.12	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
9.2.12.B.1	Prioritize financial decisions by systematically considering alternatives and possible consequences.

9.2.12.B.2	Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
9.2.12.B.3	Construct a plan to accumulate emergency "rainy day" funds.
9.2.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
9.2.12.B.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
9.2.12.B.6	Design and utilize a simulated budget to monitor progress of financial plans
9.2.12.B.7	Develop personal financial planning strategies that respond to and use tax deductions and shelters.
9.2.12.B.8	Describe and calculate interest and fees that are applied to various forms of spending, debt, and saving.
9.2.12.B.9	Chart and evaluate the growth of mid- and long-term investments.
9.2.12.B.10	Develop a plan that uses the services of various financial institutions to meet personal and family financial goals.
9.2.12.C.1	Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions
9.2.12.C.2	Compare and compute interest and compound interest and develop an amortization table using business tools.
9.2.12.C.3	Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit
9.2.12.C.4	Compare and contrast the advantages and disadvantages of various types of mortgages.
9.2.12.C.5	Analyze the information contained in a credit report and explain the importance of disputing inaccurate entries
9.2.12.C.6	Explain how predictive modeling determines "credit scores."
9.2.12.C.7	Explain the rights and responsibilities of buyers and sellers under consumer protection laws, and discuss common unfair or deceptive business practices.
9.2.12.C.8	Evaluate the implications of personal and corporate bankruptcy for self and others.
9.2.12.D.1	Summarize how investing builds wealth and assists in meeting long- and short-term financial goals.
9.2.12.D.2	Assess factors that influence financial planning.
9.2.12.D.3	Justify the use of savings and investment options to meet targeted goals
9.2.12.D.4	Analyze processes and vehicles for buying and selling investments.
9.2.12.D.5	Compare the risk, return, and liquidity of various savings and investment alternatives.
9.2.12.D.6	Explain how government and independent financial services and products are used to achieve personal financial goals.
9.2.12.D.7	Relate savings and investment results to achievement of financial goals.
9.2.12.D.8	Differentiate among various investment products and savings

	vehicles and how to use them most effectively.
9.2.12.D.9	Assess the role of revenue-generating assets as mechanisms for accruing and managing wealth.
9.2.12.D.10	Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.
9.2.12.D.11	Determine the impact of various market events on stock market prices and on other savings and investments.
9.2.12.D.12	Evaluate how taxes affect the rate of return on savings and investments.
9.2.12.D.13	Analyze how savings, retirement plans, and other investment options help to shift current income for purposes of tax reporting and filing.
9.2.12.E.1	Analyze and apply multiple sources of financial information when prioritizing financial decisions.
9.2.12.E.2	Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.
9.2.12.E.3	Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.
9.2.12.E.4	Evaluate business practices and their impact on individuals, families, and societies.
9.2.12.E.5	Evaluate written and verbal contracts for essential components and for obligations of the lender and borrower.
9.2.12.E.6	Apply consumer protection laws to the issues they address.
9.2.12.E.7	Relate consumer fraud, including online scams and theft of employee time and goods, to laws that protect consumers.
9.2.12.E.8	Determine when credit counseling is necessary and evaluate the resources available to assist consumers who wish to use it.
9.2.12.E.9	Determine reasons for the increase of identity theft worldwide and evaluate the extent to which victims of identity theft are successful in fully restoring their personal identities.
9.2.12.F.1	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
9.2.12.F.2	Summarize the concept and types of taxation used to fund public initiatives.
9.2.12.F.3	Assess the impact of emerging global economic events on financial planning.
9.2.12.F.4	Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.
9.2.12.F.5	Summarize the purpose and importance of a will.
9.2.12.F.6	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures
9.2.12.F.7	Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.
9.2.12.F.8	Evaluate the effects of entrepreneurship on economic stability

	and quality of living in local and global communities
9.2.12.G.9	Explain how to self-insure and how to determine when self-insurance is appropriate.
9.2.12.G.10	Determine when and why it may be appropriate for the government to provide insurance coverage, rather than private industry.
9.3	9.3 Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
9.4 Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table .)

TOMS RIVER REGIONAL SCHOOLS SOCIAL STUDIES CURRICULUM
Unit Overview

Content Area: Social Studies

Unit Title: Origins of the Cold War and the Postwar United States (1945-1963)

Target Course/Grade Level: United States History II/11

Unit Summary

This unit engages students in the national debate on the U.S. role in the world during the era of the Cold War. It explores the development of the conflict between the US and the USSR over land, resources and ideology. There was a growth in materialism and population as well as increased diversity as the cities spread to the suburbs. A fundamental change occurred in how people view their government due to access to new technologies.

Primary interdisciplinary connections:

Different selections in English which apply to subject matter.

21st century themes:

Current political conflicts throughout the world and the United States involvement.

Learning Targets

Unit Essential Questions

- What were the geopolitical changes in the postwar period in the world?
- How did America, with its isolationist values, emerge as a world power?
- How did the Cold War become “hot” wars in Korea and Vietnam?
- How did the post-war American Culture become more materialistic?
- How did the demographics change in America?
- What changes took place in America due to technology and political events?

Unit Enduring Understandings

Students will understand...

- How post-war geographical reorganization is oft times determined with little regard to future political relationships.
- What responsibilities does the United States assume in its position as a world super power?
- How American intervention in foreign affairs leads to military conflict.
- How war-time industries effect future economic, technological and social structures.

Unit Objectives

Students will know...

- How to construct and analyze maps to increase understanding of the Cold War.
- The different political ideologies involved in the Cold War and their adverse effects on international politics and the home front.
- How the domino theory dictated our involvement in foreign affairs.
- The fear that permeated American Society due to the spread of Communism in Asia and Europe.

Unit Objectives

Students will be able to...

- Identify the main goals of the superpowers in the postwar period and to explain why those goals were in conflict and locate them on a map.
- List the problems confronting the United States from 1945-1963 in Europe, Asia, Middle East, Latin America and their solutions.

Content Standards

CONTENT STANDARDS LINK: <http://www.state.nj.us/education/cccs/standards/6/index.html>

CPI #	Cumulative Progress Indicator (CPI)
6.2.12.A.5.a	Explain how and why differences in ideologies and policies between the United States and the USSR 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.c	Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.
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.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.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What were the geopolitical changes in the postwar period in the world? • How did America, with its isolationist values, emerge as a world power? • How did the Cold War become a “hot” war in Korea? 	<p>Unit Enduring Understandings <i>Students will understand...</i></p> <ul style="list-style-type: none"> • Why the United States assumed the position it did throughout the Cold War. • Why the United States changed its former policies of isolationism to become a major world political player. • How the United States was able to finance their role in the Cold War.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • How to construct and analyze maps to increase understanding of the Cold War. • The different political ideologies involved in the Cold War. • The concepts of competing political ideologies and the adverse effects on international politics. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify the main goals of the superpowers in the postwar period and to explain why those goals were in conflict. • List the problems confronting the United States from 1945-1963 in Europe, Asia, Middle East, Latin America and their solutions.

Formative Assessments

- Web based map work.
- Group research and presentations.
- Tests: essay, multiple choice, short answer, map.
- Written and/or oral discussions/debates.
- Book reports.
- Portfolios
- PowerPoint's, Web Pages.

Summative Assessments

- End of unit / chapter tests.
- End of term / semester tests.
 - All evaluations may contain some or all: Multiple choice, true/false, short answer, essay, and visual identification and description questions.

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Textbook:

- Prentice Hall, America: Pathways to the Present
- "Cold War Timeline"
- "Cold War" – CNN Vol. 2 (VC1107) "Postwar Years, Cold War Fears"
- "Music of the 40s" – CD
- "Sounds of the 50s" – CD
- "100 Golden Oldies" – CD
- "Secretary Annan" – handout

Videos:

- Truman
- Korea: MacArthur's War with Truman
- Korea: the Forgotten War
- The Manchurian Candidate (original)
- Secrets, Lies, & Atomic Spies
- Trials of J. Robert Oppenheimer

Oral History Interviews

Teacher Notes:

These are *guidelines* for the teacher to use. There are many variations that can be used to customize the lessons to each style of teaching.

Content Area: Social Studies	
Unit Title: The Postwar Domestic Situation (1945-1960)	
Target Course/Grade Level: United States History II/11	
<p>Unit Summary This period deserves study for the economic transformations continuing at home, and the deep social and cultural changes that the war had either originated or accelerated. Like the 1920s, the period after World War II saw widespread alterations of human expectations. New technologies, new products, new amusements, and new patterns of production and consumption emerged. Unlike the 1920s, prosperity was more widely enjoyed and the good times lasted. Students need to understand the reasons for this contrast and why certain segments of the population did not fully share in this new prosperity.</p> <p>Primary interdisciplinary connections: Different selections in English which apply to subject matter.</p> <p>21st century themes: Current social hysterias and trends in comparison to those of the post-war era. Current economic trends, including industrial and construction, in comparison to those during the explosion of suburbia in the United States.</p>	
Learning Targets	
Content Standards	
CONTENT STANDARDS LINK: http://www.state.nj.us/education/cccs/standards/6/index.html	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.C.13.b	Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.
6.1.12.C.13.c	Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.
6.1.12.C.13.d	Relate American economic expansion after World War II to increased consumer demand.
6.1.12.D.13.d	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How did the Cold War undermine individual liberties? • How did postwar prosperity influence American culture in the 1950s? • How did the Civil Rights movement evolve during the post-war period? 	<p>Unit Enduring Understandings <i>Students will understand...</i></p> <ul style="list-style-type: none"> • Understand the role of important dates, events, and persons of the post-World War II period. • The differences and similarities of the social, economic, and political trends of the different eras. • How technology makes a significant impact on this and any other era. • How different tactics of civil protest works and their enduring effects.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • How to read and gather information from primary and secondary sources. • How to identify misuse of power when demonstrated in government. • The effects of technology on society and its lasting impact. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Analyze the Cold War fears that promoted the hysteria of McCarthyism. • Evaluate the effects of the postwar transition to a peacetime economy. • Comprehend the chronology of the Civil Rights movement. • Evaluate the changes to the United States at this time as positive or negative.

Formative Assessments

- Web based map work.
- Group research and presentations.
- Tests: essay, multiple choice, short answer, map.
- Written and/or oral discussions/debates.
- Book reports.
- Portfolios
- PowerPoint's, Web Pages.

Summative Assessments

- End of unit / chapter tests.
- End of term / semester tests.
 - All evaluations may contain some or all: Multiple choice, true/false, short answer, essay, and visual identification and description questions.

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Textbook:

- Prentice Hall, America: Pathways to the Present

Videos:

- Pleasantville
- Reds
- Truman
- Cold War – Korea
- The Century
- Ghosts of Mississippi
- Mississippi Burning
- “The Fifties” – David Halberstram
- Post War USA – Schlessinger Media Volume 20

Oral History Interviews

Teacher Notes:

These are *guidelines* for the teacher to use. There are many variations that can be used to customize the lessons to each style of teaching.

Unit Overview

Content Area: Social Studies

Unit Title: The Tumultuous '60's

Target Course/Grade Level: United States History II/11

Unit Summary

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

Primary interdisciplinary connections:

Different selections in English which apply to subject matter.

21st century themes:

The similarities between the social upheaval and anti-war sentiments currently existing.

Learning Targets

Content Standards

CONTENT STANDARDS LINK: <http://www.state.nj.us/education/cccs/standards/6/index.html>

CPI #	Cumulative Progress Indicator (CPI)
6.1.12.A.12.a	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
6.1.12.A.12.b	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
6.1.12.D.12.e	Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.
6.1.12.C.13.c	Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.
6.1.12.D.13.a	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
6.1.12.D.13.c	Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
6.1.12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How did the Cold War undermine individual liberties? • How did postwar prosperity influence American culture in the 1950s? • How did the Civil Rights movement evolve during the post-war period? 	<p>Unit Enduring Understandings <i>Students will understand...</i></p> <ul style="list-style-type: none"> • The role of important dates, events, and persons of the post-World War II period. • The role of the different aspects of the Civil Rights movement and the leaders representing them. • How upheaval in a society between beliefs, age, and other differences can be both productive and non-productive.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • Students will be able to evaluate the effects of the postwar transition to a peacetime economy. • Students will read and gather information from sources such as Halberstram. • Students will comprehend the chronology of the Civil Rights movement. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Evaluate and compare the political and social conditions of the 1950s and the 1960s. • Predict the evolution of the United States' involvement in Vietnam. • Analyze the Cold War fears that promoted the hysteria of McCarthyism.

Formative Assessments

- Web based map work.
- Group research and presentations.
- Tests: essay, multiple choice, short answer, map.
- Written and/or oral discussions/debates.
- Book reports.
- Portfolios.
- PowerPoint's, Web Pages.

Summative Assessments

- End of unit / chapter tests.
- End of term / semester tests.
 - All evaluations may contain some or all: Multiple choice, true/false, short answer, essay, and visual identification and description questions.

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Textbook:

- Prentice Hall, America: Pathways to the Present

Videos:

- Vietnam Series (PBS)
- Cold War (CNN Vol. 5 & 6)
- "1968"
- Eye on the Prize Series
- JFK
- The Vietnam War – Schlessinger Media Volume 23
- Civil Rights – Schlessinger Media Volume 22
- Voices of Civil Rights
- Bobby
- Dr. Strangelove: How I Learned to Stop Worrying and Love the Bomb
- In the Heat of the Night
- 60 Minutes: Back to My Lai
- Thirteen Days
- Malcolm X
- The Right Stuff

Music of the '60s

Oral History Interviews

Teacher Notes:

These are *guidelines* for the teacher to use. There are many variations that can be used to customize the lessons to each style of teaching.

TOMS RIVER REGIONAL SCHOOLS SOCIAL STUDIES CURRICULUM Unit Overview

Content Area: Social Studies

Unit Title: The Transitional '70s

Target Course/Grade Level: United States History II /11

Unit Summary

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

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

Primary interdisciplinary connections:

Different selections in English which apply to subject matter.

21st century themes:

Comparisons between economic issues, such as the oil shortage, and presidential conflict and the Middle East with current issues.

Learning Targets

Content Standards

CONTENT STANDARDS LINK: <http://www.state.nj.us/education/cccs/standards/6/index.html>

CPI #	Cumulative Progress Indicator (CPI)
6.1.12.A.14.a	Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
6.1.12.A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
6.1.12.C.14.a	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
6.1.12.D.14.a	Determine the relationship between United States domestic and foreign policies.
6.1.12.A.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.
6.1.12.A.15.b	Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
6.1.12.A.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How was public confidence in government eroded during this period? • How was global interdependence evident in the United States' economy and politics during this period? 	<p>Unit Enduring Understandings <i>Students will understand...</i></p> <ul style="list-style-type: none"> • How the actions of one political figure can change the perception of government. • Why the Middle East had the high level of control on the United States economy. • How the role of the United States was critical in world peace and treaties.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • How the impeachment process works within the United States government. • How the United States had changed due to the events of the 1960's and 1970's. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Discuss the erosion of public confidence in government. • Evaluate the global interdependence of nations in the areas of environment, disarmament and energy. • Understand the impact of the bicentennial on American society.

Formative Assessments

- Web based map work.
- Group research and presentations.
- Tests: essay, multiple choice, short answer, map.
- Written and/or oral discussions/debates.
- Book reports.
- Portfolios
- PowerPoint's, Web Pages.

Summative Assessments

- End of unit / chapter tests.
- End of term / semester tests.
 - All evaluations may contain some or all: Multiple choice, true/false, short answer, essay, and visual identification and description questions.

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Textbook:

- Prentice Hall, America: Pathways to the Present

Videos:

- All the President's Men
- Watergate: The Secret Story (VC#488)
- Watergate (VC#192)
- Nixon (VC#328,329,330)
- American Century: Hostage Crisis
- Sensational '70s (VC#1087)
- The Middle East – Schlessinger Media Volume 24
- US Politics: 1960-1980 – Schlessinger Media Volume 25
- The Last King of Scotland
- The Killing Fields
- Frost/Nixon: The Original Watergate Interviews
- The Conscience of Nhem Em

Music of the '70s

Oral History Interviews

Teacher Notes:

These are *guidelines* for the teacher to use. There are many variations that can be used to customize the lessons to each style of teaching.

Learning Targets	
Content Area: Social Studies	
Unit Title: The '80s and '90s	
Target Course/Grade Level: United States History II/11	
<p>Unit Summary The purpose of this unit is to examine the issues surrounding the disintegration of the Soviet Union and the future of United States relations with the newly independent republics. This unit will investigate the principles underlying current U.S. policies throughout the world. Students will apply the lessons learned throughout the year to analyze current political, social, economic and cultural challenges to the United States.</p> <p>Primary interdisciplinary connections: Different selections in English which apply to subject matter.</p> <p>21st century themes: The dramatic changes in the post-Cold War era to the United States and the world.</p>	
Learning Targets	
Content Standards	
CONTENT STANDARDS LINK: http://www.state.nj.us/education/cccs/standards/6/index.html	
CPI #	Cumulative Progress Indicator (CPI)
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.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.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.A.6.c	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
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.
6.2.12.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.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What forces contributed to end the Cold War and the fall of Communism in the Soviet Union and in Eastern Europe? • What are the geopolitical and economic interests that have made the Middle East of strategic importance to the United States? • Historians have called the 20th Century “the American Century.” Will current political, economic, social, and cultural challenges allow that the same will be said for the 21st Century? 	<p>Unit Enduring Understandings <i>Students will understand...</i></p> <ul style="list-style-type: none"> • How the collapse of communist Europe affected world politics and the world economy. • The impact of increased terrorism in the United States and the world. • The economic, social, and political repercussions of 9-11. • The changes in the United States and the world after the 9-11 attacks. • How to evaluate what the future might hold for the United States by analyzing the events of the 20th century.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • The chronology of terrorism throughout the world in the 20th century. • The changing role of the United States on the world stage. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Demonstrate how the post-Cold War restructuring has impacted on America’s role as the world’s superpower. • Identify how America’s economic interests influence its foreign policy.

Formative Assessments

- Web based map work.
- Group research and presentations.
- Tests: essay, multiple choice, short answer, map.
- Written and/or oral discussions/debates.
- Book reports.
- Portfolios.
- PowerPoint's, Web Pages.

Summative Assessments

- End of unit / chapter tests.
- End of term / semester tests.
 - All evaluations may contain some or all: Multiple choice, true/false, short answer, essay, and visual identification and description questions.

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Textbook:

- Prentice Hall, America: Pathways to the Present

Videos:

- Terrorism: The New World War
- The Fall of Communism
- The Mold Broken: Eastern Europe 1989 (VC#482)
- Reagan's Way (VC#485)
- The Fall of Communism
- War Games
- The Cold War – Schlessinger Media Volume 21
- US Politics 1980-2000 – Schlessinger Media Volume 26
- White Horse
- The Kite Runner
- Section 60: Arlington National Cemetery
- Alive Day Memories
- Last Letters Home: Voices From the American Troops From the Battlefields From Iraq
- Understanding Iraq
- The Real Saddam
- Afghanistan: Legacy of War
- Osama's Hideouts
- 9-11 Prediction
- The Day the Towers Fell
- Ground Zero
- Grounded on 9-11

Music of the '80s to present day.

Oral History Interviews

Teacher Notes:

These are *guidelines* for the teacher to use. There are many variations that can be used to customize the lessons to each style of teaching.

Unit 4 Era of Activism 1954-1975

<p>Unit Essential Questions</p> <ul style="list-style-type: none">• What is the significance of the Brown v. Board of Education court case?• Why were Civil Rights activities focused on trying to get legislation passed to outlaw poll tax and literacy tests?• Why were more white Americans attracted to the nonviolent approach of Dr. King as opposed to the militant approach of Malcolm X, the Black Panther Movement and the New Black Panther Party?• Why did Latin, Asian, Native American, homosexuals and women become engaged in addressing inequalities that impacted them?• What attributes encapsulated the New Left in the United States during the 1960's?	<p>Unit Enduring Understandings</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none">•
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none">•	<p>Unit Objectives</p> <ul style="list-style-type: none">• Analyze how the Brown V. Board of Education rules became the foundation for the modern Civil Rights Movement and the goal of integration.• Evaluate the struggle for voting rights as a key objective of the Civil Rights Movement.• Contrast the approach of Civil Rights groups from taking a nonviolent stance as opposed to a militant approach to achieving equality.• Synthesize how the successes of the Civil Rights Movement provoked other groups to address inequalities that they felt affected them.• Examine the shift to the Left in the United States in the 1960's with the rise of the Counterculture.