Summit Public Schools

Summit, New Jersey
11th Grade – U.S. History II Honors
Full year course - Revised 2021

Course Description: In an age of rapid change and growing complexity, it is imperative that students develop critical thinking skills, knowledge and an understanding of the American experience of which they are a part. Further, it is vital that they be able to place this knowledge and understanding in its global context. The relationships between history and diverse cultural factors offer students the opportunity to gain a more meaningful understanding of American life and our cultural legacy.

This one-year survey of our nation's history from the early 20th century to the present day emphasizes the transition of the United States from a rural, agricultural society to a heterogeneous, urbanized, industrial society. The development of the United States as a world power is seen through the growing international presence of the nation beginning with World War I. An examination is made of the economic and social structure of the periods of the Progressive Era, the "Roaring Twenties" and the Great Depression. World War II and the postwar period mark the maturation of the United States as a world power and consumer society, while the Vietnam conflict and the social changes it wrought mark a new era in U.S. development. The course continues with an examination of U.S. domestic and foreign policy in the post-Watergate era through the War on Terror. The final unit examines global and domestic issues facing the U.S. in the last decades of the 20th century and into the 21st century. Students will examine how the media uses different messages to shape public opinion on important and controversial issues both past and present. Students will examine present-day problems as an outgrowth of past trends, in an effort to prescribe solutions to those issues. Ongoing exploration and knowledge of current events is stressed throughout the year. In addition, students are expected to read and write about 2-3 historical works (approx. 300 pages each) at various points throughout the year. Successful completion of a research paper is a requirement to receive credit for the class.

Pacing Guide

(See each unit for more specific breakdown)

Unit #1 The Emergence of Modern America 1890-1930	**5 Weeks**
Unit #2 The Great Depression and WWII	**4 Weeks**
Unit #3 Post World War II America 1945- 1975	**8 Weeks**
Unit #4 Contemporary Issues 1975 to Present	**10 Weeks**

Main Text:
Norton, Katzman Blight, Chudacoff, Paterson, Tuttle and Escott, **A People & a Nation.** Boston, Hougton Mifflin Company, 2001.

Unit 1: The Emergence of Modern America (1890 – 1930)

Standard 6.1 (U.S. History)

U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Big Ideas: *Course Objectives / Content Statement(s)*

- **Government and social reforms**
- **United States becomes a Global power**
- **Technology and economic growth**
- **Struggle between competing notions of democracy**
- **Redefining notions of democracy**

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
Student Choice Summer Reading 1900-1950: 1. How to read, write and present book reviews? 2. How to contribute to democracy's "marketplace of ideas" by sharing and listening to ideas in an intellectual community? 3. Exploring ways to relate to history through personal interests and cross-curricular connections? 4. Analyzing and drawing conclusions about how our understanding of historical and current events are influenced by each other? 5. How to build media literacy, consider an author's bias, and the perspectives of others? How do the books/topics read by others and any associated ideas relate to what I read?	Historical knowledge is more likely to be committed to long-term memory if there is ownership over how it is studied. Therefore, the same historical themes/units (e.g. World War II, Civil Rights Movement, etc.) can be learned by exploring different combinations subject areas and historical events. For example, the Civil Rights Movement can be studied using any of the following events: the life of Malcolm X, segregation during World War II, the role of jazz music, the impact of the War on Drugs, the legacy of Brown v. Board and school desegregation, or the achievements of African-Americans in the U.S. Space Program. The same core content is learned through approaches that pique the interest of different students. Understanding that different authors/scholars, as well as everyday people, draw different conclusions about the same events gives students confidence to develop their own perspective, while also helping them appreciate the importance of knowing and listening to different perspectives. There rarely, if ever, are clear-cut "right" or "wrong" answers. Practicing applying knowledge of historical events to personal experiences, interests and/or current events makes the content not only a collection of potentially interesting facts, but

	relevant and useful information to understand the surrounding world and problem-solve. Both the people and government play a role in creating reform at the local, state, and national level. For example, President Teddy Roosevelt, born into a wealthy family, was a federal government figure that broke up trusts and monopolies when he thought they threatened the American economy. However, Booker T. Washington, despite being born a slave, was not a government official but still an influential figure of Progressive reform at the local, state, and federal levels. He advanced African-American education, and was even invited to the White House by President Roosevelt.
What are the causes and effects of government reform?	Different groups are constantly competing over which reforms are best. Many groups are unable to agree whether a particular reform will solve a problem or make it worse. Reformers such as Jane Addams built the Hull House to provide opportunities and support for newly arriving immigrants. However, groups such as the Ku Klux Klan thought immigrants were a threat to American society. They too saw themselves as reformers and supported legislation such as the Immigration Restriction Act that severely reduced immigration. This legislative support also built support for illegal methods such as lynching designed to discourage immigration. As more reforms are passed, government begins to play a larger role in the lives of Americans. Some reforms began to regulate what kinds of substances people could consume, which was a completely new kind of law. This ultimately led to the Prohibition Amendment that restricted the production and sale of beverages containing alcohol.
How do advances in technology and economic growth impact society?	Technological advances often lead to the loss of old jobs and the creation of new jobs. For example, when Henry Ford was able to adapt mass production to the manufacturing of cars it put many people involved in the horse-and-buggy profession out of work. Such advances change the way people live and work. As a result of such advances, working

	conditions and pay began to improve. Better transportation also led to the development of suburbs where people could work in cities, but keep their families sheltered from the ills of urban life. People do not always agree whether the benefits of technology and economic growth outweigh the negatives. Due to the mass migration of African-Americans from the South to Northern cities, a culture unknown to the North begins to emerge. The center of this cultural explosion is seen in Harlem, NY where the Harlem Renaissance begins to take hold. Jazz music, African-American poetry, and new ways of thinking are a few of the new trends/ideas that emerge during this period. During the 1920s the notion of mass media begins to take place in American culture. With developments such as tabloid magazines, big money newspapers, and the radio, America transforms from being a regional country to a more unified country that now shares a common culture. No longer did one only know what was going on in your area of the country. You now were aware of happenings all over.
Why do countries go to war? How does the United States' role as a world power impact societal and governmental notions of democracy home and abroad?	During the beginning of the 20th century, America starts to expand their ideas of manifest destiny outside of the country to other areas within the Western Hemisphere and beyond. Through conflicts such as the Spanish-American War and World War I, America begins to emerge as not only a force to be reckoned with within the Western Hemisphere but the World. America starts to extend their ideas of democracy to other nations around the world and we also start to believe that it is our responsibility to help out our neighboring countries in need. At the same time, the question of what rights and civil liberties expressed in the Constitution that Americans should have in time of war comes into question during the first World War.
How is this relevant today?	Current debates over government option healthcare and immigration reform exemplify in the Progressive Era history that continues to struggle with notions of the public good,

	individualism, equal opportunity, and national security. Also, our roles in Afghanistan and Iraq following 9/11 are consistent with the prominent role of the U.S. in world affairs that increased significantly following the Spanish-American War.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: **NJCCS: (2020)** 6.1.12.CivicsDP.6.a 6.1.12.CivicsDP.6.b 6.1.12.CivicsPR.6.a 6.1.12.GeoHE.6.a 6.1.12.GeoGM.6.a 6.1.12.EconEM.6.a 6.1.12.EconNE.6.a 6.1.12.HistoryCC.6.b 6.1.12.HistoryCC.6.c 6.1.12.HistoryCC.6.d 6.1.12.HistoryCA.6.a 6.1.12.CivicsDP.7.a 6.1.12.EconNM.7.a 6.1.12.HistoryCC.7.a 6.1.12.HistoryCA.7.a 6.1.12.HistoryCA.7.b 6.1.12.HistoryCA.7.c 6.1.12.HistoryUP.7.a 6.1.12.CivicsHR.8.a 6.1.12.GeoHE.8.a 6.1.12.EconET.8.a 6.1.12.EconNM.8.a 6.1.12.HistoryCC.8.a 6.1.12.History CC.8.b 6.1.12.HistoryCC.8.c Conceptual Objectives: 1. Identify and explain the major factors that promoted industrialization and urbanization in the United States and the effects it would have on American society (i.e. immigration, urbanization, change in nature of work etc.) 2. Analyze the major changes demanded by the Progressives in the political, economic and social systems of the United States at the city, state, and	**Instructional Focus (5 weeks):** A. Progressive Era (1 week) B. Imperialism and World War I (2 weeks) C. 1920s: Economic and Social changes – Isolationism (2 weeks) Sample Assessments: 1. Research-based Paper: Read a book about a person or event tied to the Progressive Era (e.g. Teddy Roosevelt, Triangle Shirtwaist Fire, etc.). Take organized notes, perform additional research and develop an original thesis statement. Produced an outline, first draft, and complete peer editing sessions before presenting the paper to the rest of the class. **CCS #4 (Production and Distribution of Writing)–Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.** 2. Progressive News Conference: Students will research an individual from the Progressive Era using the Internet and prepare notes for a live press conference

federal levels (including women's suffrage). 3. Evaluate the changes which took place in the relationship between government and business through antitrust legislation. 4. Assess the role that media played in shaping public opinion (i.e. muckrakers/yellow journalism). 5. Analyze American foreign policy through the First World War including relations with Japan, China, Spain, Cuba, and Panama. 6. Analyze and evaluate the long and short-term causes of the war with Spain and the creation of an imperial administration in new U.S. territories. 7. Evaluate the causes of World War I in Europe, the causes of United States entry into the war, the mobilization efforts, and military, economic, and social contributions of the US using Summit, NJ as example. 8. Evaluate the increased economic, social, and judicial powers assumed by the federal government during World War One. 9. Assess the events of the 1919 Versailles conference, the leaders involved, including Wilson's Fourteen Points and factors contributing to the US rejection of the League of Nations and future impact of conditions of the Treaty.	in class in which they will represent their person. At different points in the press conference, students will be randomly selected to have their assigned character debate that of another student to address different perspectives on reform. **<u>CCS #6 (Production and Distribution of Writing)</u>–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.** 3. Choose a current event topic and trace it back to its Progressive Era Roots. For example, students may compare the recent collapse of a textile factory in Bangladesh to working conditions and the labor reform movement in the U.S. circa 1900. Students will collaborate in groups and develop their historical comparisons into a news magazine w/ visuals and statistics where appropriate. **<u>CCS #9 (Research to Build & Present Knowledge)</u>–Draw evidence from informational texts to support analysis, reflection and research** 4. Essay question: Compare the "roaring" economy of the 1920s to the present economy. Through historical comparison, determine whether today's economic is closer to another boom or bust. Findings must also be presented to the class using some form of presentation software. **<u>CCS #1a (Texts Types and Purposes)</u>–Introduce precise, knowledgeable claims, establish the significance of the claims from alternate or opposing claims, and create an organization that logically sequences the claims counterclaims, reasons and evidence**.

10. Analyze the conflict between urban and rural cultures in the 1920s. 11. Identify and explain the factors that caused an increase in immigration (1890-1910) and factors that led to the US restrictions on immigration in 1920s. 12. Explain and analyze the characteristics of the "New Culture" of the 1920's (i.e. consumerism, radio, new religious beliefs, role of women, music, big business, and prohibition. 13. Explain and analyze the manifestations of xenophobia and examine the re-emergence of the Ku Klux Klan, nativism and religious fundamentalism and their impact on American society in the 1920's 14. Examine the social, economic and political changes in the positions of and attitudes towards women and African Americans in the 1920s(Great Migration, Harlem Renaissance, Flapper etc.) 15. Analyze economic conditions of 1920s that promoted growth and over-speculation in land and financial markets and the impact these would have.	Instructional Strategies: Interdisciplinary Connections - Excerpts from <u>The Jungle</u> written by Upton Sinclair Poems "White Man's Burden" by Kipling and "Real White Man's Burden" by Crosby Excerpts from <u>All Quiet on the Western Front</u> by Remarque Excerpts from <u>Summit: City on a Hill</u> on Summit in WWI - Analyze the ideas of different Harlem Renaissance thinkers (e.g. Langston Hughes, James Weldon Johnson, etc.) to compare how they reflect the sentiment of the decade. How do historians connect them to subsequent Civil Rights Movement? **<u>CCS #1 (Key Ideas and Details)</u>–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.** - Read excerpts from H.G. Wells <u>War of the Worlds</u> and explain how technology has changed war. **<u>CCS #2 (Key Ideas and Details)</u>– 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** - Compare Darwin's theory of natural selection with the social Darwinism used to justify colonial expansion. **<u>CCS #4 (Craft and Structure)</u>–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. democracy, progress, etc.**) Technology Integration - Students will make a iMovie/ PowerPoint etc. multimedia presentation on an

	assigned topic relating to culture of the 1920s (ex: Scopes Trial, Harlem Renaissance, changing role of women, consumerism, and etc.) and develop a comparison between it and a current event (e.g. smart phones, gay marriage, glass ceiling, etc.) Global Perspectives - Students will research key issues that compare American colonialism circa 1900 with America's influence in the Middle East (e.g. Syria, Afghanistan, Iraq, etc.) - Examine the political, economic, and social development of the Philippines today. To what extent did the Philippines benefit from Progressive reforms of the early 1900s. Compare U.S. methods/influence on the Philippines with the Middle East today. Culturally Responsive Teaching: - Excerpts from <u>The Jungle</u> written by Upton Sinclair Poems "White Man's Burden" by Kipling and "Real White Man's Burden" by Crosby Excerpts from <u>All Quiet on the Western Front</u> by Remarque Excerpts from <u>Summit: City on a Hill</u> on Summit in WWI - Analyze the ideas of different Harlem Renaissance thinkers (e.g. Langston Hughes, James Weldon Johnson, etc.) to compare how they reflect the sentiment of the decade. How do historians connect them to subsequent Civil Rights Movement? **<u>CCS #3 (Key Ideas and Details)</u>–Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.** S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics - Read excerpts from H.G. Wells <u>War of the Worlds</u> and explain how technology has changed war.

Unit 2: Great Depression and World War II (1930 – 1945)

Standard 6.1 (U.S. History)

U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Standard 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.

Big Ideas: *Course Objectives / Content Statement(s)*

- **Underlying indicators of impending economic meltdown**
- **Economic and social instability of the 1930s**
- **Expansion of government to fix economic and social problems**
- **America's last attempt to remain neutral in world affairs**
- **America's emergence as the true superpower in the world**

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
- **What are the causes and effects of government reform?**	Students will understand that… The Stock Market Crash challenged the excepted notions from the 1920s that the U.S. economy could stabilize and expand without support from government resources at the local, state, and federal level. President Roosevelt's New Deal continued to build on the spirit of reform from the Progressive Era, particularly at the federal level with ideas such as Social Security and the Federal Deposit Insurance Corporation. At the same time, the growth of power at the federal level ignited a new round of fears that U.S. democratic and religious institutions were being threatened by socialist/communist revolution. The necessity of fighting World War II quickly unified the American people and generated a level of

	government spending that took unemployment from a lingering fifteen percent and greater to virtually zero.
How do advances in technology and economic growth impact society?	The need to more efficiently produce an ever-growing number of sophisticated products for the military made war even more destructive and destabilizing than it had been during World War I. For example, the aircraft and the atomic bomb seamlessly brought civilian populations into the heart of warfare. However, advances in areas of medicine, such as penicillin, and the industrial application of plastics and aluminum also led to one of the greatest increases in the standard of living for Americans and other countries across the globe.
How does the United States' role as a world power impact societal and governmental notions of democracy home and abroad?	At the end of WWI, America tried to scale back its involvement in global affairs/conflicts. This was seen through such things such as the Neutrality Act of the 1930s. With the emergence of authoritarian governments in Germany and Japan, America begins to realize that Wilson's goal of making the world safe for democracy can only be done through direct American involvement. Starting in 1941, America became involved in the 2nd World War against Germany, Japan, and Italy. It is during this period at home where we see the rationing of food, supplies, and so on by the American public to aid soldiers abroad. Due to the absence of men, women began to play an extremely important role in the production of equipment to aid in the war. At the conclusion of this conflict, America will emerge as the lone superpower in the world with a new enemy that will keep the country occupied for the next 50 years – The Soviet Union.
How is this relevant today?	That the events of the 1930s and 1940s has had a lot of relevance for today. At the end of World War II, America entered into the Atomic Age due to the creation of the nuclear bomb. Due to the horrific effects of this weapon, it is important to make sure that weapons of mass destruction do not get into the hands of the

	wrong. This never ending has been the major fuel for today's war on terror. This is also the period when America starts to embrace their role of global policemen, which it still holds to this day. The 1930s saw a historic period in which the American government expanded in order to tackle the problems of the Great Depression. This idea of the role of government in society is still and will always be a major area of debate.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 6.1.12.GeoHE.9.a 6.1.12.EconNE.9.a 6.1.12.EconNE.9.b 6.1.12.EconNE.9.c 6.1.12.EconNE.9.d 6.1.12.A.9.a 6.1.12.HistoryCA.9.a 6.1.12.HistoryUP.9.a 6.1.12.CivicsPR.10.a 6.1.12.CivicsPR.10.b 6.1.12.GeoHE.10.a 6.1.12.EconEM.10.a 6.1.12.EconoNM.10.a 6.1.12.EconoNM.10.b 6.1.12.HistoryCA.10.a 6.1.12.HistoryCA.10.b 6.1.12.HistoryCA.10.c 6.1.12.CivicsDP.11.a 6.1.12.CivicsHR.11.a 6.1.12.CivicsHR.11.b 6.1.12.EconET.11.a 6.1.12.EconNM.11.a 6.1.12.HistoryCC.11.a 6.1.12.HistoryCA.11.a 6.1.12.HistoryCA.11.b 6.1.12.History CC.11.b 6.1.12.HistoryCC.11.c 6.1.12.HistoryCC.11.d	**Instructional Focus (4 weeks):** A. Stock Market Crash and Great Depression (1 week) B. The New Deal (1 week) C. World War II (2 weeks) Sample Assessments: 1. Research-based essay: Read and take notes on selected chapters from Amity Shlaes' <u>The Forgotten Man</u>. Write an original thesis-based essay that to some extent either agrees or disagrees with an aspect of the author's thesis about the Depression/New Deal. The essay must also include a comparison to recent efforts to recover from the 2008 recession and the use of evidence to speculate about how the author would reflect on the current economic environment. **<u>CCS #5 (Production and Distribution of Writing)</u>–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** **<u>CCS #10 (Range of Reading and Level of Text Complexity)–</u>By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.** 2. Students will research several New Deal programs (1st and 2nd) and grade each program on how beneficial they were for the American society. There is only room in the budget for 3 programs, so the class must compare them and decide which are the most effective. Students
Conceptual Objectives: 1. Explain and analyze the causes of the Great Depression and evaluate efforts by the Hoover Administration to deal with it. 2. Analyze the impact of economic deprivation on the daily life of the American population and describe examples of typical hardships suffered using the conditions in urban and rural New Jersey. 3. Explain and analyze President Roosevelt's New Deal and the role of the Federal Government in dealing with the crisis. 4. Describe how the Great Depression and the New Deal of FDR transformed	

America, including the growth of the federal government, the rise of the Welfare State, Social Security, NLRB , FDIC, and industrial unionism.

5.Examine and evaluate the impact of New Deal programs, presidential power, and the role of the government in the economy.

6. Examine the impact of the Great Depression and the New Deal on marginalized groups in American society such as African Americans, Native Americans, Hispanic Americans, and women and the responses of these groups to the difficult circumstances.

7. Identify and explain key foreign policy developments and the rise of fascism during 1930s.

8. Examine the causes of W.W.II and the political background leading to American involvement in the war (Neutrality Acts-Cash/Carry-Lend Lease etc.).

9. Explain and analyze the ways in which the United States fought a global war with its allies by examining key players, events and themes.

10. Analyze the effects of W.W.II and American government policies on gender roles and issues of race in America.

11. Evaluate the expanding role of the Federal Government in American life and its role in mobilizing public opinion to support the war.

12. Examine the genocide perpetrated by the Nazis and evaluate the role of collaborators, resisters, bystanders, and government policies in the process.

13. Explain the development and use of atomic weapons and evaluate the decision to "drop the bomb"

will then be placed in cooperative groups and be asked to make tough budget decisions about today's economy using a NY Times Interactive budget chart.

<u>CCS #1b (Texts Types and Purposes</u>)– Develop claims and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values and possible biases.

3. Choose an identity from the World War II home front (e.g. Rosie the Riveter, African-American dock worker, someone who took part in the Manhattan Project) and write five diary entries over one week that explain how they contributed to the war effort and how there life changed as a result of the war. Student must then work in groups to convert those diary entries into document-based essay questions (DBQ) that will have to be completed by another group.

<u>CCS #10 (Range of Writing)</u>–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

Instructional Strategies:

Interdisciplinary Connections

- Art and history. Students can use the photographs of Dorothea Lange to write an essay about the social effects of the Great Depression
- English: Read selected excerpts from John Steinbeck's Grapes of Wrath and use it to discuss the limitations of the New Deal.
- Science/Math: Evaluate Einstein's scientific/mathematical contributions to the development of the Manhattan

14. Analyze the rationale for the founding of the United Nations and the United Nations Universal Declaration of Human Rights.	Project and his eventual concern of the long-term impact on humanity **<u>CCS #5 (Craft and Structure)</u>–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**. Technology Integration - Students will develop an iMovie that captures how WW II affected the home front. Global Perspectives - Analyze how the aftermath of World War II, particularly for the European countries involved, will have an effect of post 1945 decolonization in Africa, the Middle East, and Asia. - Compare America's role in the world in the aftermath of WW II to its current role. How do different historians view America's position as a global power from WW II to the Cold War to the War on Terror? Use different news articles and books to determine why many countries have responded to U.S. foreign policy differently. **Culturally Responsive Teaching:** Evaluate the impact of WWII on race relations in the U.S. during/after the war examining African American, Hispanic and Asian experiences. - **<u>CCS #6 (Craft and Structure)</u>– Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence.** **<u>CCS #9</u> (<u>Integration of Knowledge and Ideas)</u>– Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.**

	S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics): Examine impact of developments in science and technology on war effort (i.e. aviation, atomic energy, medicine/penicillin) etc

Unit 3: Post War United States (1945 – 1975)

Standard 6.1 (U.S. History)

U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Standard 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.

Big Ideas: *Course Objectives / Content Statement(s)*

- **The Cold War conflict – its causes and effects (home and abroad)**
- **Civil Rights Revolution of the 1950s and 1960s**
- **The conservative 1950s and the eventual cultural Revolution of the 1960s**
- **The New Frontier and Great Society**
- **The Vietnam War**
- **The Watergate debacle**

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
- **What are the causes and effects of government reform?**	Students will understand that… The growth of the government as a result of the New Deal and WW II continues to develop throughout the 1950s and 60s. For example, the Federal Interstate Highways played a major role in the development of suburban communities. Such changes in housing also became one of the major challenges of promoting racial equality. The government did respond to the pressure to begin desegregating the military in 1948; schools with Brown v. Board in 1954; and jobs, public accommodation, in suffrage in

	the Civil and Voting Rights Act in 64' and 65. However, de facto housing pattern discrimination continued to keep many urban populations segregated, especially as the draw of suburban seclusion became more accessible. Many events associated with the Civil Rights Movement, Vietnam, and Watergate also continued to fuel two competing notions about the role of government. One general idea suggests that government itself is harboring its own agenda that accepts limitations to racial equality, women's rights, environmental protection, etc. Therefore, government needs continued pressure to reform as it had been during both the Progressive and New Deal Eras. A second general idea is that the continual growth of government is the greater threat, and any attempt to control socioeconomics with too much government regulation threatens American individualism and democracy.
- **Evaluate how the African-American Civil Rights movement influenced and overlapped with other movements fighting for equal rights.**	Events such as the Stonewall Riots in NYC demonstrated how people in the LGBTQ+ community were routinely targeted by police and their willingness to fight back and demand reforms. There were also prominent figures in the African-American Civil Rights Movement that were part of the LGBTQ+ community, such as Bayard Rustin, Langston Hughes, and James Baldwin, that often had to contend with more than racial discrimination. The Second-Wave feminist movement was led by figures such as Betty Friedan, Gloria Steinem Shirley Chisolm, and Billie Jean King and focused on a variety of issues including birth control, political representation, education, equal pay, domestic and sexual violence. Women such as Chisholm and King also had to contend with racial and LGBTQ+ discrimnation. The largely Mexican-American farm workers movement led by Cesar Chavez successfully employed many of the nonviolent strategies of the Civil Rights Movement.

- **How do advances in technology and economic growth impact society?**	Due to competition with the Soviet Union, America will see many advancements in technology. During this era, America and the Soviet Union tried to one up the other. Putting the first person on the moon, the invention of the satellite, and the computer are examples of America's advancement. The invention of the television begins to change society as well. The television allowed not only upper class families but also middle class families to enjoy a new medium of entertainment. Stars such as Elvis Pressley became mega stars during this era. Later in this era, television became a outlet for expressing both common and newer views of society.
- **How does the United States' role as a world power impact societal and governmental notions of democracy home and abroad?**	Due to the reality that both the United States and the Soviet Union had entered the Atomic Age, a head-to-head conflict had to be avoided but at the same time do everything in its power economically and militarily to halt the spread of communism both home and abroad. It will be during this period where will see America enter conflicts in the Middle East, Korea, Cuba, Europe, and Vietnam to make sure that communism doesn't spread. It is also during this period in which the threat of communism and soviet infiltration strikes fear into America after the Soviet Union gain nuclear capabilities in 1949. American freedoms and civil liberties expressed in the Constitution are put to the test during the period known and McCarthyism. In addition to suspected communits, there was also the Lavender Scare that targeted the LGBTQ+ community, as well as other Americans thought to be leading "immoral lives". People with such backgrounds were assumed to be more easily recruited as communist spies.. What the government is allowed to do in the name of national security will be questioned during this period.
- **How is this relevant today?**	Current debates over legislation related to gay marriage/rights, healthcare and immigration continue to test the boundaries of how much the government can be

	influenced by differing notions of the public good to competently reform social and economic problems. The extraordinary growth of nations such as China and India, as well as the European Union, is creating a world that is no longer influenced by a unilateral U.S. foreign policy. This is a lesson that first gained most ground as a result of U.S. failures in Vietnam.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 6.1.12.EconNE.12.a 6.1.12.EconEM.12.a 6.1.12.HistoryCC.12.a 6.1.12.HistoryCC.12.b 6.1.12.HistoryCC.12.c 6.1.12.HistoryCC.12.d 6.1.12.HistoryCC.12.e 6.1.12.HistorySE.12.a 6.1.12.HistorySE.12.b 6.1.12.CivicsPI.13.a 6.1.12.CivicsDP.13.a 6.1.12.GeoPP.13.a 6.1.12.GeoPP.13.b 6.1.12.GeoHE.13.a 6.1.12.EconNE.13.a 6.1.12.EconEM.13.a 6.1.12.EconNE.13.a 6.1.12.EconNE.13.b 6.1.12.HistoryCC.13.a 6.1.12.HistoryCC.13.b 6.1.12.HistoryCC.13.c 6.1.12.HistoryCC.13.d 6.1.12.HistoryUP.13.a 6.1.12.HistorySE.13.a	**Instructional Focus (8 weeks):** A. The Cold War (1945 – 1960) (1 week) B. Social Change – Civil Rights Movement (4 weeks) C. Cold War (JFK to Nixon) (3 weeks) Sample Assessments: 1. Civil Rights Project– Students work in groups to study a civil rights event from each decade from the 1950s to the present to determine the extent to which it has been successful. They will have to find a creative way to present their findings (e.g. short film, visual art, music, etc.) and they can use a combination of methods that best suit the members of each group. After students present their work to the class, each student must prepare to debate other students about the extent to which civil rights have continued to progress today. **<u>CCS #1c (Texts Types and Purposes)</u> – 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 claims and reasons, between reasons and evidence and between claims and counterclaims.** **<u>CCS #1d (Texts Types and Purposes)</u>** **Establish and maintain a formal style**

	and objective tone while attending to the norms and conventions of the discipline in which they are writing. 2. A revolution is defined as a "drastic and far-reaching change in ways of thinking and behaving. Historians often call the Civil Rights Movement a "2nd American Revolution." Why is the Civil Rights Movement referred to in this way? What aspects of the CRM made it a revolution (consider the definition of revolution)? Begin writing a research paper that determines the extent to which that revolution was successful. Research and analysis for this paper requires you that you use you use six different six sources, both print and digital: four written by different historians and two different current events connected to present-day civil rights issues. Before a source is added to your works cited your must explain exactly how it fits into the research/writing process. Analyze information from those sources to draw your conclusions and develop/argue your thesis statement. **<u>CCS #7 (Research to Build & Present Knowledge)</u>–Conduct short as well as more sustained research 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.** **<u>CCS #8 (Research to Build & Present Knowledge)</u>–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. 3. Complete a DBQ Essay–For the United States the Vietnam War was first a "crusade"; then a "challenge"; and, finally a "burden." Respond to that statement by developing an original thesis that utilizes information from six different primary/secondary sources. Make sure you site specific events that explain the differences in these terms. Students must conclude by determining whether Vietnam War was a just war worth fighting and support that stance with evidence. **<u>CCS #1e (Texts Types and Purposes)</u>– Provide a concluding statement or section that follows form or supports the argument presented.** 4. Letters Home From Vietnam: students will watch the film "Letters home from Vietnam" and write 2 letters from the perspective of American soldiers fighting in Vietnam based off of the notes they take from the video. Afterward, students will be asked to produce a short film, creative writing, visual art, music, etc. that considers how our most recent wars have affected the latest generation of young Americans. **Instructional Strategies:** Interdisciplinary Connections - English and History: Students will read part of the Crucible in order to understand how it was a critique of McCarthyism

	- Literature: "Letters from a Birmingham Jail" – Dr. Martin Luther King, Jr. - Excerpts from the Autobiography of Malcolm X - Science: Explore the chemical compositions of Agent Orange and Napalm to understand how they impacted Vietnam Veterans, civilians and environment. Technology Integration - Start a blog that asks the extent to which the Civil Rights Movement was successful. - Develop a website that uses photography and interviews to document the lives of Vietnam Veterans Culturally Responsive Teaching: Evaluate changing attitudes in Post WWII America toward race, ethnicity, nationality, gender, and sexuality. Global Perspectives - Students will analyze the threat of nuclear weapons during the Cuban Missile Crisis with the threat of nuclear weapons today in order to understand America's strained relationship with both Iran and North Korea. Use the works of historians to determine whether we should be more or less aggressive in preventing nuclear proliferation. Develop a website to organize and present your argument. **<u>CCS #7 (Integration of Knowledge and Ideas)</u>–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.** **S.T.E.A.M. (Science, Technology,**

	Engineering, Arts, Mathematics) Explore dramatic changes in technology/ computing/medicine in Post WWII America and the impact on how people's lives changed.

Unit 4: Contemporary Issues – 1975 to present

Standard 6.1 (U.S. History) **U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Standard 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.
Big Ideas: *Course Objectives / Content Statement(s)* - **Post-Vietnam Demoralization: Economic Instability and Weakened U.S. Global Leadership Under Ford and Carter - OPEC, Iranian Revolution and Hostage Crisis, Afghanistan Invasion** - **Reagan in 1980s: Conservative Backlash, Tax Cuts, War on Drugs, Star Wars** - **Conclusion of the Cold War: Reagan and Bush - 41** - **Post-Cold War and Nation Building: Clinton - Somalia, Rwandan Genocide, Yugoslavia, Ireland, Israeli-Palestinian Conflict** - **9/11 & The War on Terror w/ Bush - 43 Doctrine, including its being inherited by Obama, Trump, and Biden - Afghanistan, Iraq, Iran and North Korea** - **"Arab Spring": Egypt, Libya, Syria and "Forever Wars" in Middle East: Afghanistan and Iraq: Killing of Bin Laden, ISIS, Resurgence of Taliban: Obama, Trump, and Biden** - **Reigniting of Civil Rights Issues: LGBTQ+, Immigration Policies - DACA vs. Border Wall, Policing and Criminal Justice Reform - Black Lives Matter and George Floyd, Women's Rights - Equal Pay, #MeToo Movement, People with Physical and/or Mental Health Challenges** - **Emergence of New Technology Reshaping the U.S. and World: Internet, Smart Phones, Social Media, Human Genome Project, Artificial Intelligence** - **Emergence of a new Cold War: Nations challenge/realign U.S. global leadership - China, Russia, North Korea, Turkey, Philippines, etc.**

- **Climate Change Policy Debates: Kyoto Protocol, Paris Climate Accords, Renewable Energy, Conservation, Role of Business and Consumer Habits, Food Production**
- **U.S. Response to Domestic and Global Public Health Challenges: AIDS, Malaria, Ebola, Covid, Obesity, Anxiety/Depression, Drug Addiction (e.g. Opioids)**

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
What are the causes and effects of government reform?	Students will understand that… The failures of the Nixon, Ford, and Carter administrations led to both the restructuring of the Republican Party platform as well as a repudiation of reforms led by Democrats during the 1960s, particularly those related to Johnson's Great Society and the Civil Rights Movement. It is debated whether ideas of trickle-down economics, outsourcing and breaking unions, and reducing social programs related to welfare are responsible for decreasing the standards of living in urban neighborhoods, especially those with significant minority populations. Others look at behavior associated with gangs, drugs, teen pregnancy, and school dropout rates as proof that government spending can't stop people from making poor decisions. Although less money is spent on social programs during the Reagan years, increases in defense spending and corporate subsidies drive up the national debt significantly, a trend that has continued to grow with little interruption. Following 9/11 amid a growing awareness of the threat that terrorist groups and the nations that sponsored them posed, the U.S. began its most unified foreign policy since the Cold War. Concerns over security have rekindled the debate between national security and civil rights for the first time since the Vietnam/Watergate Era. New legislation, such as the Patriot Act is met with a combination of staunch support and skepticism.

How do advances in technology and economic growth impact American society and international relations?	The wars in Iraq and Afghanistan have seen the utilization of technologies, such as the predator drones, that have attempted to deliver deadly strikes against enemy forces, while trying to limit civilian casualties. Military technology that was deemed crucial to winning the Cold War, such as fighter aircraft, tanks, etc. have become increasingly useless in achieving the types of objectives that need to be accomplished. Concerns such as nuclear proliferation require the weapon of effective intelligence gathering more than anything else. This trend is not entirely new and it does evoke the problem that was faced when tremendous levels of American firepower could not achieve victory in Vietnam. Technology and the economic growth surrounding the explosion of personal computing and the Internet have aided the development of such military technology; however, such computer technology has also made it increasingly difficult to control the flow of media. Watchdog websites, such as Wikileaks, have been simultaneously praised as holding the U.S. accountable for civilian casualties, while being resented for its goal of publicly posting classified documents that could threaten U.S. foreign policy goals. Increases in mis- and disinformation have made it easier for both individuals and rouge organizations/states to propagate intense feelings of fear and hatred among many Americans. This has led to an erosion of trust in America's most important institutions, such as the media, schools, and government This has made it more difficult to unify Americans in an effort to address existential threats such as climate change and public health challenges (e..g Covid).
- **How and why has the United State's alliances and role as a world power changed? Which countries are challenging U.S. power, and how has that affected**	During this period America saw its tensions with the Soviet Union in the form of the Cold War finally come to an end but with the end of one conflict, a new conflict would eventually come to define America's foreign

democratic institutions at home and abroad?	policy in the 21st century: terrorism. At the end of the Cold War, America began to fully embrace the role of world policemen with its involvement in Panama, Grenada, Kuwait, Somalia, and the former Yugoslavia. The ideas of bringing democracy and ridding these places of oppressive rule was the major focus with America's involvement in these areas. America has now tried to bring these same notions of democracy to Afghanistan and Iraq but at a heavy price due to resistance from elements within these countries. America has also grappled with notions of democracy at home during the 21st century in the midst of our fight against terrorism with such legislation as the Patriotic Act – calling back memories of our government during World War I.
- **To what extent do American institutions perpetuate and enable various forms of discrimination**	Events ranging from the Black Lives Matter Movement and calls for policing and criminal justice reform in the aftermath of Charlottesville and the killing of George Floyd and several other unarmed African-Americans, the #MeToo Movement's growth as a result of prominent scandals (e.g. Harvey Weinstein, Larry Nasser and USA Gymnastics) and fights for equal pay (e.g. USA Women's Soccer), old fears of AIDS being a "gay plague" and ongoing debates over transgender Americans being able to participate in sports and access bathrooms, undocumented immigrant families being arrested, detained, and separated, as well as increased interest in repealing DACA and building a border wall, have all ignited conversations, debates, and protests aimed at consolidating a new vision for the types of discrimination and dangers different groups face and the necessary legal protections. There is ongoing debate on these topics that branch off in a variety of different directions. Some believe America is fundamentally racist and needs all of its institutions to undergo significant reform to truly become a democracy. Others believe the discrmination is exaggerated and being used to threaten those same American institutions.

- **How is this relevant today?**	Events of Unit 4 are incredibly relevant to today's society. The origins of global terrorism and groups were at conflict with such as the Taliban are directly related to America's last decade of involvement in the Cold War. The financial crisis that affected American society in the 1st decade of the 21st century can be traced to changes in government philosophy during the 1980s. The conservative right in today's politics saw it rise with the ascension of President Reagan. Overall, students will gain a better understanding of today's rapidly changing world by understanding content and evaluating different perspectives from Unit 4 topics.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 6.1.12.CivicsPI.14.a 6.1.12.CivicsPI.14.b 6.1.12.CivicsPI.14.c 6.1.12.CivicsPI.14.d 6.1.12.CivicsCM.14.b 6.1.12.CivicsPD.14.a 6.1.12.CivicsDP.14.a 6.1.12.GeoPP.14.a 6.1.12.GeoPP.14.b 6.1.12.GeoHE.14.a 6.1.12.EconNE.14.a 6.1.12.GeoNE.14.a 6.1.12.EconET.14.a 6.1.12.EconET.14.b 6.1.12.EconEM.14.a 6.1.12.HistoryCA.14.a 6.1.12.HistoryCA.14.b 6.1.12.HistoryCA.14.c 6.1.12.HistoryCC.14.a 6.1.12.HistorySE.14.a 6.1.12.HistorySE.14.b 6.1.12.HistorySE.14.c 6.1.12.HistoryCC.14.b 6.1.12.HistoryCC.14.c 6.1.12.HistoryCC.14.d 6.1.12.HistoryCC.14.e 6.1.12.CivicsPR.15.a 6.1.12.CivicsHR.15.a 6.1.12.EconNE.15.a 6.1.12.HistoryCC.15.a 6.1.12.HistoryCC.15.b 6.1.12.HistoryCC.15.c 6.1.12.HistorySE.15.a 6.1.12.HistorySE.15.b 6.1.12.HistorySE.15.c 6.1.12.CivicsPD.16.a 6.1.12.CivicsPR.16.a 6.1.12.GeoHE16.a 6.1.12.EconGE.16.a 6.1.12.EconNE.16.a 6.1.12.EconNE.16.b 6.1.12.HistoryUP.16.a 6.1.12.HistoryCC.16.a 6.1.12.HistoryCC.16.b	**Instructional Focus (10 weeks):** A. Transition of Cold War to New Global Threats – America's ever increasing role in the world – 5 weeks B. Struggle between liberal and conservative domestic ideology – 5 weeks Sample Assessments: - Students will analyze Reagan's foreign policy, be introduced to a current foreign policy event, and be asked to come up with Ronald Reagan's response plan as if he were president today. Students will be expected to debate one another to prove who presented the most accurate picture of his presidency.
Conceptual Objectives: 1. Explain and analyze the Administrations of Ford and Carter regarding social, political and economic problems/ issues including, but not limited to,	- Research Essay–Read a biography about a prominent historical figure from the last forty years. Take notes and write an original thesis that argues what the world would be like today if they had not existed.

the pardoning of Richard Nixon and the Iran Hostage crisis. 2. Examine changing patterns of immigration including the shift in places of origin from Western Europe to Latin America, the Caribbean, and Asia. 1. Explain and analyze the appeal of Ronald Reagan and his election in 1980 and examine issues of conservatism versus liberalism in politics. 2. Describe the major domestic problems and challenges that confronted the Reagan Administration during the 1980s including general economic conditions, taxes, balance of trade, defense-spending, the move to supply-side economics and social issues such as homelessness, AIDS and the crack epidemic. 3. Explain and analyze foreign policy issues confronting the U.S. and Soviet Union in the 1980's in the context of the Cold War in areas such as Central America, the Middle East, Africa, and Afghanistan- relate to present day issues in these regions. 4. Describe the changing social climate of the 1980's including urban issues, progress for women and minorities, space exploration, health and educational issues, and the environment. 5. Analyze and evaluate the events of 1989 in Eastern Europe(Berlin Wall) and China(Tiananmen Square) and their impact on international relations.	**<u>CCS #2a (Texts Types and Purposes)</u>–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.** **<u>CCS #2b (Texts Types and Purposes</u>)–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** - Essay question: Compare the current president to a president from the 1970s onward they think has the most similarities. Explain one word, phrase or quote that you think best illustrates the comparison. Are they most similar because of foreign policy or domestic policy? If you could speak to the president, what are three suggestions you'd make to help him or her improve their presidency? - **<u>CCS #2c (Texts Types and Purposes</u>)–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.** - Students will watch an episode of a news program (e.g. Fox, NBC Daily Show, CNN, etc.) and assess how it addresses one domestic event and one foreign policy event. How did the productive/creative decisions of the show affect the objectivity of the news story? Students will share their findings and compare the

6. Explain the factors that led to the election of Bill Clinton over George W. Bush in 1992.

7. Analyze the growth of technological innovation in computing, software, web-based applications as examples of the move away from heavy industry toward services and "in the post-industrial economy"

8. Evaluate the impact the internet and personal computing would have on the way people live and communicate, as well as the evolution of media.

9. Evaluate and interpret distinct forms of media and experiment with producing messages in various formats.

10. Evaluate the accuracy and authenticity of sources in a media landscape that is increasingly compromised by mis- and disinformation.

11. Evaluate population, demographic and immigration trends and their impact on the American economy, culture and politics (i.e. Hispanic population, move to sunbelt etc.).

12. Explain the American Government's rationale for promoting free-trade and the ratification of NAFTA(North American Free Trade Agreement) and its impact on the economy and workers in select industries.

13. Explain globalization and analyze its potential problems and possibilities.

14. Explain the election of George W. Bush and the challenges he faced as president.

effectiveness of different news shows. Next, they will create their own news publication/program that offers a unique perspective on the details surrounding specific news events and judge the short/long-term importance.

<u>CCS #2d</u> (<u>Texts Types and Purposes)</u>– 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.

- Evaluate how recent drug violence on the U.S.-Mexico border has impacted American perceptions of undocumented immigrants.
- Compare the current debates over healthcare and/or gay marriage to the Civil Rights Movement. Argue one way in which you think people's rights may be threatened. Write your own piece of legislation that attempts to eliminate/decrease a threat to rights today. You will have to convince the class to pass your bill.

<u>CCS #2e</u> (<u>Texts Types and Purposes)</u>–Provide a concluding statement or section that follows form and supports the information or explanation provided (e.g. articulating implications or the significance of the topic)

Instructional Strategies:
Interdisciplinary Connections

- Photo/Literature: Students compare photographs and/or poetry from the Civil Rights Movement to protests related to LGBTQ+ Rights, Immigration, or War on Terror. At what point can a protest threaten democracy and the freedom of others?

15. Explain and analyze the events of September 11th and the events leading up to the attacks (relate to earlier Afghanistan study).

16. Explain and analyze how the "War on Terror" as a response to the attacks by Al Qaeda would lead the U.S. and some of our allies into wars in Iraq and Afghanistan and the positive and negative effects.

17. Describe the issues surrounding the elections of Barack Obama as the first African-American president and Donald Trump as a populist response of those dissatisfied with the political establishment in the Democratic and Republican parties.

18. Explain and evaluate public opinion regarding select current "hot topics" (i.e. the rise of voter discontent + apathy, conservative versus liberal agendas, biased media, government bailouts etc.).

19. Evaluate the veracity, severity and implications of global environmental challenges, including climate change, renewable energy, and mitigating the impact of pollution and aging infrastructure on public health.

21. Explain and evaluate the "New Cold War" and the challenging/weakening of American global power and the status of established alliances (e.g. NATO, Latin America, Mideast partners - Israel, Saudi Arabia, Egypt, etc. and sphere of influence in Southeast Asia - Japan, South Korea, Japan, Philippines.

22. Explain and evaluate the stability of American democracy, specifically the vulnerability of the electoral system to being hacked and influenced by Russia and other global adversaries.

- Film: Make a documentary that captures your community's perspective on the Obama presidency and how they have been affected.
- Science: Examine how the U.S. has influenced global warming policies in a particular part of the world (e.g. China, Brazil, India, South Africa, etc.)

Technology Integration

- Produce an iMovie/multimedia commercial that responds to a documentary on the politics surrounding a prominent issue (e.g. Gulf Coast revitalization, a candidate for public office, drug use, wounded Veterans, etc.) It should either support or refute the position(s) taken with new evidence.

CCS #8 (Integration of Knowledge and Ideas)–Evaluate an author's premises, claims and evidence by corroborating or challenging them with other information.

Culturally Responsive Teaching:
Examine changing demographics of U.S. and possible political, social, and economic impacts of such changes.

Global Perspectives

- A major aspect of this unit will be for students to see how events domestically and internationally have had a direct impact on America's foreign policy (rise of terrorism, conflicts in the Middle East, relations with China) and domestic policy (the continuing battle over the extent of government involvement and the government's responsibility in people's lives)

S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)

23. Explain and evaluate how American democratic values and its allies can compete with the rise of China as a rising global economic (e.g. Belt and Road) and military power (e.g. Taiwan, Japan) and Russia's expanded influence in Europe, Asia, and the Middle East. 24. Explain and evaluate the rise of the Internet and Silicon Valley, specifically its impact on American media, culture, economics, democratic institutions, law enforcement, military technology, genetic research, and artificial intelligence. 25. Explain and evaluate changing attitudes on immigration, specifically its influence on security, economics, and culture. 26. Explain and evaluate ongoing conversations about civil rights issues, specifically undocumented immigrants, the role of LGBTQ+ communities, the Women's #MeToo movement's emphasis on sexual assault/harassment and equal pay, Black Lives Matter and tensions between African-American communities and law enforcement demonstrated by protests and violence in the aftermath of George Floyd's murder, and the resources needed for people with physical and/or mental health challenges. 27. Explain and evaluate the renewed international interest in space exploration and how new countries are eager to benefit from controlling outer space by launching satellites, colonization, and extracting natural resources. 28. Evaluate decision to exit previous agreements and treaties during the Trump Administration: NAFTA, Paris Climate Accords, and Iran Nuclear Deal. This should also include the challenges leveled at NATO allies and using tariffs against China, while also demonstrating a willingness to open up dialogue with adversaries such as Russia's Putin and North Korea's Kim Jong Un.	Explore impact of microchip/ technology on how information/data are used in professional and social contexts. Impact on individual etc.

29. Evaluate the legacy of the wars in Iraq and Afghanistan, including the way the U.S. exited over the course of the Obama, Trump, and Biden administrations and how it has affected our alliances. This includes the rise and defeat of ISIS, growing influence of Iran and Turkey, and the United State's Vietnam-like exit from Kabul as the Taliban retook the control.	

Media Literacy Skills

Students will be able to:

- Consume and produce various forms of media (film, television, radio, internet, etc.) as a 21st century tool to think critically and problem solve.
- Formulate questions and hypotheses from multiple perspectives, using multiple sources.
- Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
- Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
- Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.
- Determine whose point of view matters
- Determine how one can locate legitimate sources of information
- Analyze varying perspectives on the meaning of historical events.
- Ascertain credible and questionable sources of information about historical and contemporary events
- Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper and television polls) and how public opinion can be influenced by the government and the media.
- Examine ways how can citizens and groups participate effectively in the democratic process
- Understand how the U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.

Supplemental Texts:

Garcia, Juan, Sharon Harley and John Howard. One Nation Many People. Parsippany, N. J.: Globe Fearon, 1995.

Jordan, Winthrop D., Miriam Greenblatt, and John S. Bowes. The Americans. New York: McDougal, Littell, &Company, 1994.

King, David C., Norman McRae, and Jaye Zola. The United States and Its People. New York: Addison-Wesley, 1995.

In addition, numerous and varied primary sources and documents: texts, visuals, in-print and online, are employed to engage students in the learning process.