

SOCIAL STUDIES

Bilingual United States History 2

Curriculum

Vineland Public Schools
Vineland, New Jersey

Revised - 2008

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Vineland High School (9-12)

Bilingual Department Curriculum

Course Title: Bilingual United States History II

Purpose:

Every Vineland High School student must pass two years of United States history as a graduation requirement. The Bilingual United States History II course shares the purpose and goals of the United States history courses taught in the general education program at Vineland High School. (See below: Social Studies Purpose and Goals.) Additionally, the bilingual course has specific goals designed to meet the needs of English Language Learners (ELLs).

New material is presented using a transitional and/or English as a Second Language approach. Implementation of this methodology allows the student to understand the course content while simultaneously building English language skills.

Study of United States history is especially valuable for the student who has recently arrived in the United States mainland. It is critical for the student to gain an understanding of United States history and culture to minimize the feelings of isolation often associated with relocation, as well as to address the acculturation goal of the Bilingual Program.

Students enrolled in the bilingual program frequently have had limited exposure to United States history in their elementary and intermediate education. For this reason, the Bilingual United States history course is taught in great detail and divided into two years of study. The second year, which will be outlined in this curriculum, covers the period from the start of the Progressive Movement (approximately 1870) until the present.

Students are expected to master the New Jersey Core Curriculum Content Standards for Social Studies (NJCCCS) and the World-class Instructional and Design Assessments (WIDA) Standards. In the unit outlines that follow, both sets of standards are listed in parenthesis after each learning objective. NJCCCS are listed first; WIDA Standards are listed second.

SOCIAL STUDIES PURPOSE AND GOALS

As defined by the National Council for the Social Studies, "Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world."

In order to carry out the purpose of social studies education, the Vineland Public Schools Social Studies Program focuses on the following goals, adapted from the Mission Statement and Goals of the Vineland Public Schools, New Jersey Social Studies Core Course Proficiencies and the New Jersey Social Studies Curriculum Content Standards.

The curriculum is consistent with district goals and the goals of the Social Studies program K-12. Learning objectives incorporate the New Jersey Content Standards and Proficiencies in Social Studies, Grades 9-12. NJCCCS 6.1: Social Studies Skills are integrated throughout the course in all lessons. NJCCCS 6.2-6.6 are listed after the objectives for each unit as appropriate.

These goals are to promote:

1. Development of thinking, writing and speaking skills essential to effective decision-making and problem solving that will enable our students to be rational, humane and lifelong learners.
2. Understanding of the common elements of culture and appreciation of cultural diversity.
3. Understanding of political principles and systems to encourage competent civic participation in a democratic society.
4. Understanding of the impact of science and technology on individuals and societies.
5. Reflective attitudes toward personal values, the values of others and the cultural values evident in students' own and other societies.
6. Understanding and appreciation of the interdependence of peoples and nations in a global society.
7. Understanding of how human beings view themselves and others, individually and in groups.
8. Understanding of historical methods, divergent perspectives and interpretation, cause and effect relationships, change and continuity and turning points.

9. Appreciation of the humanities and the impact of aesthetic expression.
10. Understanding of economic principles and systems within a global context.
11. Geographic understanding, including an informal spatial view of the world and the interrelationship of humans and their environments.
12. Understanding of the obstacles and conflicts that prevent effective communication and cooperation among cultures and societies.
13. Recognition of the responsibility of government and individuals for the protection of human rights.

The units of study and student proficiencies that define each course are consistent with district and state objectives and reflect commitment to the Mission of the Vineland Public Schools to "enable students to become knowledgeable, skillful, life-long learners who are contributing citizens in our changing society."

NEW JERSEY CORE CURRICULUM CONTENT SOCIAL STUDIES STANDARDS

6.1 Social Studies Skills (used throughout all units of the curriculum)

6.2 Civics

- A. Civic Life, Politics, and Government
- B. American Values and Principles
- C. The Constitution and American Democracy
- D. Citizenship
- E. International Education: Global Challenges, Cultures, and Connections

6.3 World History

- A. The Birth of Civilization to 1000 BCE (BC)
- B. Early Human Societies to 500 CE (AD)
- C. Expanding Zones of Exchange and Interaction to 1400 CE (AD)
- D. The Age of Global Encounters (1400-1750)
- E. The Age of Revolutionary Change (1750-1914)
- F. The Era of the Great Wars (1914-1945)
- G. The Modern World (1945-1979)
- H. Looking to the Future (1980-present)

6.4 United States/New Jersey History

- A. Family and Community Life
- B. State and Nation
- C. Many Worlds Meet (to 1620)
- D. Colonization and Settlement (1585-1763)
- E. Revolution and the New Nation (1754-1820)
- F. Expansion and Reform (1801-1861)
- G. Civil War and Reconstruction (1850-1877)
- H. The Industrial Revolution (1870-1900)
- I. The Emergence of Modern America (1890-1930)
- J. The Great Depression and World War II (1929-1945)
- K. Postwar Years (1945-1970)
- L. Contemporary America (1968-present)

6.5 Economics

- A. Economic Literacy
- B. Economics and Society

6.6 Geography

- A. The World in Spatial Terms
- B. Places and Regions
- C. Physical Systems
- D. Human Systems
- E. Environment and Society

WIDA (World-class Instructional Design and Assessments) Standard for Social and Instructional Purposes

This standard is addressed through coursework and classroom interaction. The specific indicators addressed in this course are listed below the description of the standard.

Standard 1: English language learners communicate in English for social and instructional purposes within the school setting.

WIDA Indicators for Listening

1.1-1A: Respond (nonverbally) to commands pertaining to classroom routines.

1.1-1B: Follow instructions or requests from peers.

1.2-1C: Respond (non-verbally) to questions pertaining to multiple-step classroom instructions.

1.1-4H: Process and respond to discourse from indirect sources.

1.1-5H: Evaluate the appropriateness of messages or information from a variety of sources.

WIDA Indicators for Speaking

1.2-1A: Answer questions that express likes and dislikes.

1.2-2C: Answer a range of questions that express personal preferences.

1.2-2D: Describe preferred movies, magazines, stories, or authors.

1.2-5J: Critique and evaluate plays, films, stories, books, songs, poems, computer programs, or magazine articles.

WIDA Indicators for Reading

1.3-1A: Identify text features or web resources used for assignments.

1.3-1B: Preview visually supported text to glean basic facts.

1.3-2C: Match text features or web resources with their uses for assignments.

1.3-2D: Connect information from visually supported text to self.

1.3-3E: Match types of books or web resources with information needed for assignments.

1.3-4G: Use text features or web resources to confirm information for assignments.

1.3-4H: Skim material for relevant information.

1.3-5I: Scan entries in books or web sites to locate information for assignments.

1.3-5J: Revise thoughts and conclusions based on information from text.

WIDA Indicators for Writing

1.4-1B: Jot down key points about language learning.

1.4-2D: Test appropriate use of newly acquired language.

1.4-4H: Edit, revise, or rephrase written language based on feedback.

1.4-5I: Compose social letters, editorials, advice columns, reviews, or resumes.

1.4-5J: Expand and elaborate written language as directed.

WIDA (World-class Instructional Design and Assessments) Standard for Social Studies

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

WIDA Indicators for Listening

5.1-1A: Identify regions or countries of political, economic, or historical significance to United States or world history from oral statements and maps.

5.1-1B: Identify distribution of natural resources around the world from maps or graphs and oral statements

5.1-2C: Match regions or countries with similar political, economic, or historical significance to United States or world history from oral descriptions and maps

5.1-2D: Indicate availability of natural resources from oral statements by constructing graphs or maps

5.1-3E: Find examples of regions or countries that have similar economic, political, or historical significance to United States or world history from oral scenarios and maps

5.1-3F: Compare availability of natural resources of two or more countries from maps or graphs and oral statements

5.1-4G: Compare/contrast countries and regions that have economic, political, or historical significance to United States or world history from oral reading

5.1-4H: Analyze distribution of products from natural resources among global markets from maps or graphs and oral statements

5.1-5I: Distinguish between rationales (economic, political, or historical) for significant events in United States or world history from oral reading or tapes representing varying perspectives

5.1-5J: Interpret implications of distribution of products from natural resources among global markets from maps or graphs and oral descriptions

WIDA Indicators for Speaking

5.2-1A: Name elements of major historical, cultural, or economic themes depicted in illustrations (such as 'war' for revolution)

5.2-1B: State current events (in the news) supported visually

5.2-2C: List characteristics of major historical, cultural, or economic themes depicted in illustrations

5.2-2D: Restate or orally sketch current or past events supported visually

5.2-3E: Give examples or descriptions of major historical, cultural, or economic themes (depicted in illustrations or political cartoons)

5.2-3F: Discuss current or past events or situations and their personal impact

5.2-4G: Explain how major historical, cultural, or economic themes (depicted in illustrations or political cartoons) have changed our lives

5.2-4H: Analyze current or past events, situations, or issues

5.2-5I: Discuss and pose solutions to issues associated with major historical, cultural, or economic themes (depicted in illustrations or political cartoons)

5.2-5J: Critique current or past events, situations, issues, or policies giving pros and cons

WIDA Indicators for Reading

5.3-1A: Match people and places with significant periods in world history through illustrations and timelines

5.3-1B: Locate visually supported information from photographs, headlines, and bylines in newspapers, magazines, or the Internet

5.3-2C: Identify features of significant periods in world history from written statements and timelines

5.3-2D: Locate visually supported information in newspaper articles, magazines, or on the Internet

5.3-3E: Match features of significant periods in world history with written descriptions

5.3-3F: Process information in newspaper and magazine articles or on the Internet

5.3-4G: Compare/contrast significant periods in world history based on social studies text

5.3-4H: Compare/contrast information from various news sources

5.3-5I: Analyze significant periods in world history from grade level social studies text

5.3-5J: Evaluate authenticity or bias in information from various news sources

WIDA Indicators for Writing

5.4-1A: Label significant individuals, through illustrations or photographs, in history, politics, economics, or society

5.4-1B: Label results of visually supported surveys related to social studies using yes/no questions (in small groups)

5.4-2C: Outline the contributions of significant individuals in history, politics, economics, or society

5.4-2D: Plot and describe results of surveys related to social studies using WH-questions and analyze results (in small groups)

5.4-3E: Describe the contributions of significant individuals in history, politics, economics, or society

5.4-3F: Develop and administer surveys related to social studies using WH-questions and analyze results (in small groups)

5.4-4G: Discuss how significant individuals have impacted history, politics, economics, or society

5.4-4H: Develop, analyze, plot results of surveys related to social studies and summarize responses to interview questions (in small groups)

5.4-5I: Explain and evaluate the contributions of significant individuals in history, politics, economics, or society

5.4.5J: Develop, analyze, and plot results of surveys related to social studies, summarize, and explain results (in small groups)

PROFICIENCY

Satisfactory student achievement in each of the proficiencies listed in this curriculum shall be determined by student attainment of the 70% district-passing-standard. Such proficiency shall be measured by a multiplicity of evaluation techniques and activities that include, but are not restricted to the following:

1. Teacher-made tests/quizzes
2. Class participation
3. Homework assignments
4. Research papers/reports
5. Projects
6. Writing assignments (stress prewriting skills using graphic organizers)
7. Oral reports and presentations
8. Notebooks/journals
9. Portfolios
10. Cooperative group projects/activities
11. Role playing
12. Interpretation/creation of maps, charts, graphs, tables, cartoons

UNIT ONE: BECOMING A WORLD LEADER

A. INTRODUCTION

Students analyze the agenda of the Progressive Movement in dealing with the urban and environmental problems and social abuses emanating from industrialization and immigration. American imperialism and America's developing role as a world power are evaluated in studies of the Spanish-American War and America's involvement in World War One. In this unit, as in all the units of study, students are challenged to understand the complexity of historical causation, to analyze how and why different historians may weigh causal factors differently, and why historical interpretations change over time. Students are encouraged to synthesize historical facts and interpretations to reach personal conclusions about significant historical events.

B. STUDENT OUTCOMES/OBJECTIVES

Given appropriate learning activities, students will be able to:

- 11-1.1 identify the urban problems and social abuses that drew the attention of critics and reformers. (6.2, 6.4, 6.5) (5.2-4H, 5.3-4G)
- 11-1.2 define the "Progressive Movement" and its effects. (6.2, 6.4) (5.2-4H, 5.3-4G, 5.4-3C)
- 11-1.3 describe changes in the work place and the emergence of the union movement. (6.4, 6.5) (5.2-4H, 5.3-4G)
- 11-1.4 analyze the achievements and limitations of the Progressives' efforts to manage the environment. (6.2, 6.4, 6.5, 6.6) (5.2-4H, 5.3-4G)
- 11-1.5 identify and analyze the arguments of the advocates and opponents of late 19th century imperialism. (6.2, 6.3, 6.4, 6.5, 6.6) (5.2-4H, 5.3-4G)
- 11-1.6 evaluate the causes and effects of the Spanish-American War. (6.2, 6.4, 6.5, 6.6) (5.2-4H, 5.3-4G)
- 11-1.7 summarize the European causes of World War 1. (6.3, 6.5, 6.6) (5.2-4H, 5.3-4G)
- 11-1.8 examine the events leading to America's involvement in World War 1. (6.2, 6.3, 6.4, 6.5, 6.6) (5.2-4H, 5.3-4G)
- 11-1.9 analyze the influence of propaganda on public opinion and on campaigning and elections (6.2,6.4) (5.2-4H, 5.3-4G)
- 11-1.10 identify and explain the positions of candidates on issues (6.2) (5.2-4H, 5.3-4G)
- 11-1.11 explain the influence of interest groups, lobbyists, and public opinion polls on American politics (6.2,6.4) (5.2-4H, 5.3-4G)

11-1.10 analyze the role of technology in the conduct of World War 1. (6.3, 6.4) (5.2-4H, 5.3-4G)

11-1.12 evaluate the effects of World War I on Europe and America. (6.4, 6.5) (5.2-4H, 5.3-4G)

11-1.13 identify the causes of the Great Migration. (6.4, 6.5, 6.6) (5.2-4H, 5.3-4G)

UNIT TWO: YEARS OF UNCERTAINTY

A. INTRODUCTION

In Unit 2, students are introduced to historical analysis of the complex social, political, economic and cultural questions regarding America in the 1920s and 1930s. The theme of the history of economic regulation receives special focus, as well as the continuing theme of the role of political leadership in the development of the American nation. Although the history of gender differentiation is treated within the theme of the struggle for justice and equality, it receives special mention in this unit with ratification of the 19th Amendment. Along with this advancement in democracy, however, students explore the negative impact on democracy caused by anti-Black, anti-immigrant, anti-union and Red Scare sentiments, resulting in social tension and legislation restricting individual privacy and freedom of expression. In this unit, and throughout the course, students are expected to attempt to understand the views of people of other times and places, synthesize historical facts and interpretations, reach personal conclusions on historical events and draw parallels with current economic, political and social policies and events.

B. STUDENT OUTCOMES/OBJECTIVES

Given appropriate learning objectives, students will be able to:

- 11-2.1 identify and analyze the major social, political, economic and cultural changes of the Twenties, including ratification of the 19th Amendment. (6.2, 6.4, 6.5) (5.2-4H, 5.3-4G)
- 11-2.2 analyze how technological advances and urbanization affected the social and cultural values of the Twenties. (6.4, 6.5) (5.2-4H, 5.3-4G)
- 11-2.3 examine elements of cultural conflict and social, political and racial tension. (6.2, 6.4, 6.5) (5.2-4H, 5.3-4G)
- 11-2.4 identify and analyze the causes of the Great Depression. (6.2, 6.4, 6.5) (5.2-4H, 5.3-4G)
- 11-2.5 examine the effects of the Depression on individuals and society. (6.2, 6.3, 6.4, 6.5, 6.6) (5.2-4H, 5.3-4G)
- 11-2.6 discuss and evaluate the policies of the Hoover Administration in dealing with the Great Depression. (6.2, 6.4, 6.5) (5.2-4H, 5.3-4G, 5.4-3E)

11-2.7 identify the major programs of the New Deal. (6.2, 6.4, 6.5, 6.6)

11-2.8 draw conclusions on the effectiveness of the New Deal in dealing with the consequences of the Great Depression. (6.2, 6.4, 6.5) (5.2-4H, 5.3-4G)

11-2.9 understand how and when to access appropriate government agencies and institutions (6.2) (5.2-4H, 5.3-4G)

UNIT THREE: THE UNITED STATES IN CRISIS

A. INTRODUCTION

In the study of World War Two and the Cold War, students apply their knowledge of the effects of World War 1 and the Great Depression to the development of the National Socialist movement in Germany. They examine the philosophy and role of political leadership in the development of Nazi political and social policies. The Holocaust is presented as the ultimate extension of these policies. The continuing theme of equality and justice is emphasized as students question our motives in the internment of Japanese-Americans. Students apply their knowledge of imperialism and appeasement in Europe and Asia to their study of the causes of World War Two, and examine the effects of technology and military strategy on the outcome of the war. Students analyze the domestic effects of the war, and evaluate major international agreements and alliances for peace. Students will describe how communism spread in Eastern Europe and Asia following World War II and explain attempts to stop the spread of communism. Lastly, students will explain the reasons that the United States was drawn into the arms race and explore the origins of the United Nations.

B. STUDENT OUTCOMES/OBJECTIVES

Given appropriate learning activities, students will be able to:

- 11-3.1 identify world events which led to World War 2. (6.2, 6.3, 6.4, 6.5, 6.6) (5.2-4H, 5.3-4G)
- 11-3.2 identify and analyze reasons for American involvement in World War II. (6.2, 6.3, 6.4, 6.5, 6.6) (5.2-4H, 5.3-4G)
- 11-3.3 analyze the effect of technology and military strategy on the outcome of the war. (6.3, 6.4, 6.6) (5.2-4H, 5.3-4G)
- 11-3.4 identify domestic wartime policies and evaluate their effects upon American life. (6.2, 6.4, 6.5, 6.6) (5.2-4H, 5.3-4G)
- 11-3.5 examine American racial attitudes and practices in terms of the internment of Japanese-Americans. (6.2, 6.4, 6.5, 6.6) (5.2-4H, 5.3-4G)
- 11-3.6 identify causes of the Holocaust. (6.2, 6.3, 6.4, 6.5) (5.2-4H, 5.3-4G)
- 11-3.7 identify the key leaders and events of World War 2. (6.2, 6.3, 6.4, 6.5, 6.6) (5.2-4H, 5.3-4G, 5.4-3E)
- 11-3.8 explain the purpose of the United Nations (6.2, 6.3, 6.5, 6.6) (5.2-4H, 5.3-4G)

- 11-3.9 define the term Cold War (6.3, 6.4) (5.2-4H, 5.3-4G) (5.2-4H, 5.3-4G)
- 11-3.10 analyze the origins of the Cold War (6.3, 6.4, 6.6) (5.2-4H, 5.3-4G)
- 11-3.11 identify and discuss the Truman Doctrine, the Marshall Plan, and the Berlin Airlift (6.3, 6.4, 6.5, 6.6) (5.2-4H, 5.3-4G)
- 11-3.12 understand the reasons for the creation of NATO and the Warsaw Pact (6.3, 6.4, 6.6) (5.2-4H, 5.3-4G)
- 11-3.13 use a map to distinguish between NATO and Warsaw Pact countries in Europe (6.6) (5.1-2C)
- 11-3.14 list the event that led to China becoming a communist country and explain its impact on international affairs (6.3, 6.4, 6.6) (5.2-4H, 5.3-4G)
- 11-3.15 outline the causes, events, and consequences of the Korean War (6.3, 6.6) (5.2-4H, 5.3-4G)

UNIT FOUR: A CHANGING SOCIETY

A. INTRODUCTION

Students will explore the societal changes that took place in the United States from 1945-1960. They will describe the economy in the post World War II era and describe the ways in which American life changed during the time period. Students will explore the growth of popular culture. The struggle for equality for African Americans will be investigated through study of the integration of the armed forces, school integration, and the Civil Rights Act of 1964. Students will explore the views of Dr. Martin Luther King and explain how Americans used nonviolent protest to end segregation. Finally, students will describe the goals and programs of the New Frontier and the Great Society, discuss relations with Cuba and the Soviet Union and explore the role of the United States in the space race.

B. STUDENT OUTCOMES/OBJECTIVES

- 11-4.1 summarize the foreign policy dilemmas faced by the Eisenhower administration. (6.2, 6.3, 6.4, 6.6) (5.2-4H, 5.3-4G)
- 11-4.2 determine the effect of the Sputnik launch on America. (6.2, 6.3, 6.4, 6.5, 6.6) (5.2-4H, 5.3-4G)
- 11-4.3 explain the causes of the post-war economic boom and the rise of suburbia. (6.2, 6.4, 6.5, 6.6) (5.2-4H, 5.3-4G)
- 11-4.4 trace the movement of African Americans, Hispanics and Native Americans to cities during the 1950's. (6.4, 6.5, 6.6) (5.2-4H, 5.3-4G)
- 11-4.5 describe how culture in the 50s was reflected in music, dance and the mass media. (6.4) (5.2-4H, 5.3-4G)
- 11-4.6 evaluate the impact of post war technological advances on the American standard of living and consumerism. (6.4, 6.5) (5.2-4H, 5.3-4G)
- 11-4.7 discuss the impact of labor unions on the economy of the 1950's. (6.2, 6.4) (5.2-4H, 5.3-4G)
- 11-4.8 define the term Baby Boom. (6.4, 6.6) (5.2-4H, 5.3-4G)
- 11-4.9 evaluate the impact of the Baby Boom on America - both past and present. (6.2, 6.4, 6.5, 6.6) (5.2-4H, 5.3-4G)
- 11-4.10 define the term Civil Rights Movement and explain its basis in Constitutional law. (6.2, 6.4) (5.2-4H, 5.3-4G)
- 11-4.11 trace the events that led to Brown v BOE and its subsequent impact on America. (6.2, 6.4, 6.5, 6.6) (5.2-4H, 5.3-4G)

- 11-4.12 assess the importance of the Montgomery Bus Boycott and the role of Rosa Parks on the Civil Rights movement. (6.2, 6.3, 6.5, 6.6) (5.2-4H, 5.3-4G, 5.4-3E)
- 11-4.13 examine the difficulties of school integration with a focus on the Little Rock Nine. (6.2, 6.4) (5.2-4H, 5.3-4G)
- 11-4.14 relate the importance of Martin Luther King, Jr. to the early stages of the Civil Rights movement. (6.2, 6.4) (5.2-4H, 5.3-4G, 5.4-3E)
- 11-4.15 assess the effect of the Election of 1960 on subsequent elections. (6.2, 6.4) (5.2-4H, 5.3-4G)
- 11-4.16 explain President Kennedy's domestic agenda with a focus on the Equal Pay Act. (6.2, 6.4) (5.2-4H, 5.3-4G, 5.4-3E)
- 11-4.17 explain President Kennedy's international agenda. (6.2, 6.3, 6.4, 6.5, 6.6) (5.2-4H, 5.3-4G, 5.4-3E)
- 11-4.18 evaluate the Bay of Pigs invasion. (6.4, 6.6) (5.2-4H, 5.3-4G)
- 11-4.19 understand the purpose and significance of the Berlin Wall. (6.3, 6.4, 6.6) (5.2-4H, 5.3-4G)
- 11-4.20 identify the causes, events and effects of the Cuban Missile Crisis. (6.3, 6.4, 6.6) (5.2-4H, 5.3-4G)
- 11-4.21 demonstrate understanding of the impact of economic inequalities on individuals and explain the role of government in addressing these inequalities. (6.4, 6.5) (5.2-4H, 5.3-4G)
- 11-4.22 determine reasons for the development of the Great Society programs. (6.2, 6.4) (5.2-4H, 5.3-4G)
- 11-4.23 identify Great Society programs and their purposes. (6.2, 6.4, 6.5) (5.2-4H, 5.3-4G)
- 11-4.24 identify significant Congressional Acts and Supreme Court Cases of the 1960s. (6.2, 6.4) (5.2-4H, 5.3-4G)
- 11-4.25 identify the philosophies of civil rights leaders and evaluate the methods they used. (6.2, 6.4, 6.5) (5.2-4H, 5.3-4G, 5.4-3E)
- 11-4.26 explain the significance of the Freedom Rides. (6.2, 6.4, 6.6) (5.2-4H, 5.3-4G)
- 11-4.27 understand the importance of the March on Washington and the Civil Rights Act of 1964. (6.2, 6.4, 6.5) (5.2-4H, 5.3-4G)

UNIT FIVE: YEARS OF CHANGE

A. INTRODUCTION

In this unit, the student will discuss the rise of the black power movement and identify the causes and effects of riots in cities during the mid-1960s. They will discuss the steps taken by women to gain equal treatment and describe political and social gains made by Latinos. Students will explain the struggle of Native Americans and Asian Americans to gain civil rights. Students will explain the political situation in Vietnam during the 1960s and discuss how the United States became involved in Vietnam. Students will describe President Richard Nixon's actions during the war and identify the reasons why many Americans opposed the Vietnam War. Finally, students will explain how President Nixon improved relations with China and describe the events that led to the Watergate scandal and the resignation of President Nixon.

B. STUDENT OUTCOMES/OBJECTIVES

- 11-5.1 evaluate the goals of the Black Power movement. (6.2, 6.4) (5.2-4H, 5.3-4G)
- 11-5.2 evaluate the impact of the assassinations of John Kennedy, Robert Kennedy, Martin Luther King and Malcolm X. (6.2, 6.4) (5.2-4H, 5.3-4G, 5.4-3E)
- 11-5.3 assess the impact of the Civil Rights movement on other minorities. (6.2, 6.4) (5.2-4H, 5.3-4G)
- 11-5.4 describe the roots of the Women's Rights Movement. (6.2, 6.4) (5.2-4H, 5.3-4G)
- 11-5.5 recognize and understand elements of the counter-culture movement. (6.2, 6.4) (5.2-4H, 5.3-4G)
- 11-5.6 examine the cultural changes reflected in the art, music and lifestyles of the 1960s. (6.4) (5.2-4H, 5.3-4G)
- 11-5.7 identify examples of increasing awareness of environmental issues in the 1960's. (6.4, 6.5, 6.6) (5.2-4H, 5.3-4G)
- 11-5.8 use a map to understand the relationship between geography and the Vietnam War. (6.4, 6.6) (5.1-2C)
- 11-5.9 outline the history of Vietnam's struggle for independence. (6.3, 6.4, 6.6) (5.2-4H, 5.3-4G)
- 11-5.10 explain how the US became involved in the Vietnam War. (6.3, 6.4) (5.2-4H, 5.3-4G)
- 11-5.11 identify major events of the Vietnam War under President Johnson. (6.3, 6.4, 6.6) (5.2-4H, 5.3-4G)
- 11-5.12 discuss the contributions of women and minorities during the Vietnam War. (6.2, 6.4) (5.2-4H, 5.3-4G)

- 11-5.13 assess the effect of television on support for the Vietnam War. (6.4) (5.2-4H, 5.3-4G)
- 11-5.14 understand the significance of the election of 1968. (6.2, 6.4) (5.2-4H, 5.3-4G)
- 11-5.15 identify major events of the Vietnam War under President Nixon. (6.2, 6.3, 6.4, 6.6) (5.2-4H, 5.3-4G)
- 11-5.16 analyze the views of proponents and opponents of the Vietnam War. (6.2, 6.3, 6.4) (5.2-4H, 5.3-4G)
- 11-5.17 evaluate the role of the media and draft resistance in the movement to end the war. (6.2, 6.3, 6.4) (5.2-4H, 5.3-4G)
- 11-5.18 assess the effects of the Vietnam War on American society and foreign policy. (6.2, 6.3, 6.4, 6.6) (5.2-4H, 5.3-4G)
- 11-5.19 identify the purpose of the War Powers Act. (6.2, 6.4) (5.2-4H, 5.3-4G)
- 11-5.20 examine the cultural changes reflected in the art, music and lifestyles of the 1970s. (6.4) (5.2-4H, 5.3-4G)
- 11-5.21 understand the impact of inflation, unemployment and recession on the American economy. (6.4, 6.5) (5.2-4H, 5.3-4G)
- 11-5.22 identify the purpose of OPEC and Presidential responses to the energy crisis. (6.2, 6.3, 6.4, 6.5, 6.6) (5.2-4H, 5.3-4G, 5.4-3E)
- 11-5.23 analyze America's foreign policy in the Middle East. (6.2, 6.3, 6.4, 6.6) (5.2-4H, 5.3-4G)
- 11-5.24 identify examples of increasing awareness of environmental issues with a focus on the EPA and Earth Day. (6.2, 6.4, 6.5, 6.6) (5.2-4H, 5.3-4G)
- 11-5.25 understand the change in relations between the US and the USSR and China. (6.2, 6.3, 6.4, 6.6) (5.2-4H, 5.3-4G)
- 11-5.26 examine the status of the nuclear arms race during the 1970's and attempts to reduce the amount of weapons. (6.2, 6.3, 6.4) (5.2-4H, 5.3-4G)
- 11-5.27 understand the events of Watergate and how they led to the resignation of Richard Nixon as President. (6.2, 6.4) (5.2-4H, 5.3-4G, 5.4-3E)
- 11-5.28 examine the Constitutional implications of Watergate and their effect on American attitudes toward government and politics. (6.2, 6.4) (5.2-4H, 5.3-4G)
- 11-5.29 discuss the civil rights movements of women, Hispanic-Americans, disabled people and Native Americans. (6.2, 6.4, 6.5) (5.2-4H, 5.3-4G)

UNIT SIX: FORWARD TO THE FUTURE

A. INTRODUCTION

Students will explore changes at home and abroad by identifying successes and problems faced by Presidents Ford and Carter. They will explain how President Carter helped bring peace between Egypt and Israel. Students will describe the Iran hostage crisis. The Reagan administration's social, economic, and foreign policies will be explored. Students will discuss the economy during the Bush (41) and Clinton presidencies, explain the importance of the end of the Cold War and the Persian Gulf War, and identify areas where US troops are deployed. Students will describe new opportunities for women and minorities. Finally, students will describe how technology and environmental concerns have changed life since the 1990s.

B. STUDENT OUTCOMES/OBJECTIVES

- 11-6.1 explain the Iran Hostage crisis and its effect on America. (6.2, 6.3, 6.4, 6.6) (5.2-4H, 5.3-4G)
- 11-6.2 identify significant Congressional Acts and Supreme Court Cases of the 1970s. (6.2, 6.4) (5.2-4H, 5.3-4G)
- 11-6.3 assess the patterns and impact of immigration on America since 1980. (6.3, 6.4, 6.6) (5.2-4H, 5.3-4G)
- 11-6.4 identify the economic and social policies of the Reagan administration and analyze their effects. (6.2, 6.4, 6.5) (5.2-4H, 5.3-4G, 5.4-3E)
- 11-6.5 discuss the choices available to state and federal officials who make fiscal policy. (6.2, 6.4, 6.5) (5.2-4H, 5.3-4G)
- 11-6.6 compare and evaluate the types of taxes used by federal, state and local governments to raise revenue. (6.2, 6.4, 6.5) (5.2-4H, 5.3-4G)
- 11-6.7 explain the impact of the federal debt and federal budget deficits on individuals and on society. (6.2, 6.4, 6.5) (5.2-4H, 5.3-4G)
- 11-6.8 examine the competition between the US and USSR in the nuclear arms race and the Cold War during the 1980's. (6.2, 6.3, 6.4, 6.5, 6.6) (5.2-4H, 5.3-4G)
- 11-6.9 assess the domestic and foreign policy issues that confronted Presidents Reagan and Bush during the 1980's. (6.2, 6.4, 6.5) (5.2-4H, 5.3-4G, 5.4-3E)
- 11-6.10 outline the events that led to the end of the Cold War. (6.2, 6.3, 6.4, 6.5, 6.6) (5.2-4H, 5.3-4G)
- 11-6.11 compare and contrast free trade and protectionism. (6.2, 6.5, 6.6) (5.2-4H, 5.3-4G)

- 11-6.12 evaluate the impact of international trade on individuals. (6.3, 6.4, 6.5) (5.2-4H, 5.3-4G)
- 11-6.13 examine current U.S. trade policy and its political and economic implications. (6.2, 6.3, 6.4, 6.5, 6.6) (5.2-4H, 5.3-4G)
- 11-6.14 assess US efforts to improve global human rights issues. (6.2, 6.3, 6.4, 6.6) (5.2-4H, 5.3-4G)
- 11-6.15 identify examples of international and domestic environmental issues. (6.2, 6.3, 6.4, 6.5, 6.6) (5.2-4H, 5.3-4G)
- 11-6.16 assess the impact of technological changes since 1980. (6.3, 6.4, 6.5) (5.2-4H, 5.3-4G)
- 11-6.17 identify significant Congressional Acts and Supreme Court Cases since 1980. (6.2, 6.4) (5.2-4H, 5.3-4G)
- 11-6.18 examine the cultural changes reflected in the art, music and lifestyles since 1980. (6.4) (5.2-4H, 5.3-4G)
- 11-6.19 assess the domestic and foreign policies of Presidents Clinton and George W. Bush during the 1990's and 2000's. (6.2, 6.3, 6.4, 6.5, 6.6) (5.2-4H, 5.3-4G, 5.4-3E)
- 11-6.20 using maps, determine the strategic importance of the Middle East to American interests. (6.3, 6.5, 6.6) (5.1-4G)
- 11-6.21 identify the major causes, events and effects of the wars with Iraq. (6.2, 6.3, 6.4, 6.5, 6.6) (5.2-4H, 5.3-4G)
- 11-6.22 evaluate the impact of Terrorism. (6.2, 6.3, 6.4, 6.5, 6.6) (5.2-4H, 5.3-4G)
- 11-6.23 evaluate the role of the United States as a world power in the 21st century. (6.2, 6.3, 6.4, 6.5, 6.6) (5.2-4H, 5.3-4G)
- 11-6.24 examine voting patterns in the American electorate (6.2,6.4,6.6) (5.2-4H, 5.3-4G)
- 11-6.25 discuss and evaluate the impact of campaign financing on election outcomes (6.2,6.4,6.5) (5.2-4H, 5.3-4G)
- 11-6.26 examine career options in the fields of government, politics, and law (9.1)

Instructional Resources

Textbook:
Pacemaker United States History, Third Edition
Globe Fearon, Pearson Learning Group 2001