

Pine Hill Public Schools Curriculum

Content Area:		Social Studies	
Course Title/ Grade Level:		United States History II CP	
Unit 1:	Civil War/ Reconstruction 1861-1877	Duration:	1 Week
Unit 2:	Birth of Modern America 1865-1900	Duration:	3 Weeks
Unit 3:	Imperialism and Progressivism and Expansionism 1890-1919	Duration:	4 Weeks
Unit 4:	Boom and Bust 1920-1941	Duration:	3 Weeks
Unit 5:	America and World War II 1941-1945	Duration:	5 Weeks
Unit 6:	Cold War Begins, Post War America 1945-1960	Duration:	3 Weeks
Unit 7:	A time of upheavel 1954-1980 (JFK, Civil Rights, Vietnam, Student Movement)	Duration:	4 Weeks
Unit 8:	Politics and Economics 1971-1980	Duration:	3 Weeks
Unit 9:	Resurgence of Conservatism 1980-1992	Duration:	3 Weeks
Unit 10:	Into a new Century 1992-Present	Duration:	3 Weeks
BOE Approval Date:		August 28, 2012	

**Pine Hill Public Schools
Curriculum**

Unit Title: Civil War/ Reconstruction 1861-1877		Unit #: 1
Course or Grade Level: US History II CP		Length of Time: 1 week
Pacing	September	
Essential Questions	<ul style="list-style-type: none"> • ☒ How did Reconstruction affect the policies of the Government ? • ☒ What was the impact of Western Expansion on Native Americans ? 	
Content	Civil War/ Reconstruction 1861-1877 <ul style="list-style-type: none"> • Opposing sides • Early stages • Turning points • Reconst. Begins • Reconst. And Republican Rule 	
Skills	<ul style="list-style-type: none"> • Compare and Contrast several Reconstruction Plans (foldable) • Evaluate the soldiers' wartime experiences • Discuss life in the south immediately after the war. 	
Assessments	Formative <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom assignments (primary source analysis, group outlines) • Flashcards Summative <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Oral Reports • Group projects • multiple choice tests/DBQ tests 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Pairing/Group work • Individual assignments • Debates Modifications/Accommodations <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation • Visual materials (maps, timelines) • Small groups • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level 	

Inter-disciplinary Connections	<ul style="list-style-type: none"> • Map Activities • Essay Writing (PARCC Scoring Rubric)
Lesson resources / Activities	<ul style="list-style-type: none"> • The American Republic Since 1877, Chapters 7 • Primary Source Documents • Political Cartoons • DBQ's and multiple choice questions
2009 NJCCCS	
Standard: 6.1	
Strand(s): A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives	CPI # / CPI(s): 6.1.12.4.A.4.a-d B.4.a-b C.4.a-c D.4.a-e

**Pine Hill Public Schools
Curriculum**

Unit Title: The Birth of Modern America		Unit #: 2
Course or Grade Level: US History II CP		Length of Time: 3 weeks
Pacing	September/October Week 1-Settling the west Week 2-industrialization Week 3-Urban America	
Essential Questions	<ul style="list-style-type: none"> • ☑ What were the causes of Industrialization ? • ☑ How did the rise of Political groups affect big business ? 	
Content	The Birth of Modern America <ul style="list-style-type: none"> • Settling the west • Miners and ranchers • Farming the plains • Native americans • Industrialization • The rise of industry • Railroads • Big business • unions • Urban America • Immigration • Urbanization • The gilded age • Rebirth of reform 	
Skills	<ul style="list-style-type: none"> • List and explain various mining and Farming techniques • Discuss conflicts that arose between the Plains Indians and American settlers • Describe the formation of Early unions and their importance • Examine the impact of Carnegie and Rockefeller 	
Assessments	Formative <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom assignments (primary source analysis, group outlines) • Flashcards Summative <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Oral Reports • Group projects • multiple choice tests/DBQ tests 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Pairing/Group work • Individual assignments • Debates Modifications/Accommodations <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation 	

	<ul style="list-style-type: none"> • Visual materials (maps, timelines) • Small groups • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level 						
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Map Activities • Essay Writing (PARCC Scoring Rubric) 						
Lesson resources / Activities	<ul style="list-style-type: none"> • The American Republic Since 1877, Chapters 8-10 • Primary Source Documents • Political Cartoons • DBQ's and multiple choice questions 						
2009 NJCCCS							
Standard: 6.1							
Strand(s):							
A. Civics, Government, and Human Rights							
B. Geography, People, and the Environment							
C. Economics, Innovation, and Technology							
D. History, Culture, and Perspectives							
Content Statement(s):				CPI # / CPI(s):			
6. The Emergence of Modern America: Progressive Reforms Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.				6.1.12.A.6.a-c B.6.a-b C.6.a-c D.6.a-c			
21st Century Themes							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
21st Century Skills							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Curriculum	
Unit Title: Imperialism, Progressivism, Expansionism 1890-1919	
Unit #: 3	
Course or Grade Level: US History II CP	Length of Time: 4 weeks
Pacing	<p>October, 1st wk of Nov.</p> <p>Week 1- Becoming a world power</p> <p>Week 2- The Progressive Movement</p> <p>Week 3-WWI</p> <p>Week 4- WWI and its Aftermath</p>
Essential Questions	<ul style="list-style-type: none"> • How did the Populist Movement give birth to the Progressive Era ? • What factors led to the United States to become an Emperial Power ? • What were the causes and effects of the Spanish American War ? • What were the long term and immediate causes of WW I ?
Content	<p>Imperialism, Progressivism, Expansionism 1890-1919</p> <ul style="list-style-type: none"> • Becoming a world power • Imperialist vision • The Spanish American war • New American diplomacy • The Progressive Movement • The roots of progressivism • Roosevelt in office • Taft admin. • Wilson years • WWI and its Aftermath • US enters WWI • Home front • A bloody conflict • The wars impact
Skills	<ul style="list-style-type: none"> • Describe the key concepts of Imperialism • Examine the main cause of the Spanish /American War and its outcome • Discuss key participants of WWI and the decisions they made
Assessments	<p>Formative</p> <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom assignments (primary source analysis, group outlines) • Flashcards <p>Summative</p> <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Oral Reports • Group projects • multiple choice tests/DBQ tests
Interventions / differentiate d instruction	<ul style="list-style-type: none"> • Pairing/Group work • Individual assignments • Debates <p>Modifications/Accommodations</p>

	<ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation • Visual materials (maps, timelines) • Small groups • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level 						
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Map Activities • Essay Writing (PARCC Scoring Rubric) 						
Lesson resources / Activities	<ul style="list-style-type: none"> • The American Republic Since 1877, Chapters 12-14 • Primary Source Documents • Political Cartoons • DBQ's and multiple choice questions 						
2009 NJCCCS							
Standard: 6.1							
Strand(s):							
A. Civics, Government, and Human Rights							
B. Geography, People, and the Environment							
C. Economics, Innovation, and Technology							
D. History, Culture, and Perspectives							
Content Statement(s):					CPI # / CPI(s):		
7. The Emergence of Modern America: World War I United States involvement in World War I affected politics, the economy, and geopolitical relations following the war					6.1.12.A.7.a-c		
					B.7.a		
					C.7.a-b		
					D.7.a-c		
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Boom and Bust 1920-1941 **Unit #: 4**

Course or Grade Level: US History II CP **Length of Time:** 3 weeks

Pacing
 November/1st wk of Dec.
 Week 1- The Jazz Age/Normalcy and Good Times
 Week 2-The Great Depression
 Week 3- Roosevelt and New Deal

Essential Questions
 • What were the main causes of the Great Depression and its effects of the US population ?

Content
 Boom and Bust 1920-1941

- The Jazz Age
- Clash of values
- Cultural innovations
- African American culture
- Normalcy and Good Times
- Presidential politics
- Growing economy
- Policies of prosperity
- The Great Depression
- Causes
- Life during the depression
- Hoover responds
- Roosevelt and New Deal
- Roosevelt takes office
- First new deal
- Second new deal
- New deal coalition

Skills

- List key factors in the causes of the Great Depression
- Recognize the importance of Roosevelt’s New Deal

Assessments

Formative

- Cues and Questions
- Oral Review
- Homework review and check
- Classroom assignments (primary source analysis, group outlines)
- Flashcards

Summative

- Quizzes
- Chapter/Unit Tests
- Oral Reports
- Group projects
- multiple choice tests/DBQ tests

Interventions / differentiated instruction

- Pairing/Group work
- Individual assignments
- Debates

Modifications/Accommodations

	<ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation • Visual materials (maps, timelines) • Small groups • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level 						
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Map Activities • Essay Writing (PARCC Scoring Rubric) 						
Lesson resources / Activities	<ul style="list-style-type: none"> • The American Republic Since 1877, Chapters 15-18 • Primary Source Documents • Political Cartoons • DBQ's and multiple choice questions 						
2009 NJCCCS							
Standard: 6.1							
Strand(s):							
A. Civics, Government, and Human Rights							
B. Geography, People, and the Environment							
C. Economics, Innovation, and Technology							
D. History, Culture, and Perspectives							
Content Statement(s):				CPI # / CPI(s):			
8. The Emergence of Modern America: Roaring Twenties				6.1.12.A.8.a-c			
The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.				B.8.a			
				C.8.a-b			
				D.8.a-b			
21st Century Themes							
X	Global Awareness		Global Awareness		Global Awareness		Global Awareness
21st Century Skills							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: America and WWII 1941-1945		Unit #: 5
Course or Grade Level: US History II CP		Length of Time: 5 weeks
Pacing	December/January Week 1-2- A World in Flames, Beginning of War, holocaust Week 3-5-Battles, home front, war ends	
Essential Questions	<ul style="list-style-type: none"> • ☑ What were the major causes of WW II and how did the US become involved ? • ☑ How did the Yalta Conference reshape Europe ? • ☑ How did reaction to the Holocaust effect the countries of the world? • ☑ What were the reasons for dropping the Atomic Bomb and how did the world view us afterwards ? 	
Content	America and WWII <ul style="list-style-type: none"> • A world in flames • America and the world • WWII begins • The holocaust • America enters the war • Mobilizing for war • The early battles • Life on the home front • Pushing the axis back • The war ends 	
Skills	<ul style="list-style-type: none"> • ☑ Discuss the Countries involved in WW II and why they participated in this event • ☑ Describe the conditions of the Japanese Internment camps and the German Concentration Camps • ☑ Analyze the outcome of WW II 	
Assessments	Formative <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom assignments (primary source analysis, group outlines) • Flashcards Summative <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Oral Reports • Group projects • multiple choice tests/DBQ tests 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Pairing/Group work • Individual assignments • Debates Modifications/Accommodations <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation • Visual materials (maps, timelines) • Small groups • Shortened assignments 	

	<ul style="list-style-type: none"> • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Map Activities • Essay Writing (PARCC Scoring Rubric)
Lesson resources / Activities	<ul style="list-style-type: none"> • The American Republic Since 1877, Chapters 19-20 • Primary Source Documents • Political Cartoons • DBQ's and multiple choice questions

2009 NJCCCS

Standard: 6.1

Strand(s):

- A. Civics, Government, and Human Rights
- B. Geography, People, and the Environment
- C. Economics, Innovation, and Technology
- D. History, Culture, and Perspectives

Content Statement(s):

CPI # / CPI(s):

9. The Great Depression and World War II: The Great Depression

6.1.12.A.9.a
B.9.a
C.9.a-d
D.9.a-b

The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.

10. The Great Depression and World War II : New Deal

6.1.12.A.10.a-c
B.10.a
C.10.a-b
D.10.a-d

Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy.

11. The Great Depression and World War II: World War II

6.1.12.A.11.a-e
B.11.a
C.11.a-b
D.11..a-e

The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan.

Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.

21st Century Themes

Global Awareness

Global Awareness

Global Awareness

Global Awareness

21st Century Skills

Creativity and Innovation

X

Critical Thinking and Problem Solving

X

Communication and Collaboration

X

Information Literacy

**Pine Hill Public Schools
Curriculum**

Unit Title: Cold War Begins 1945-1960		Unit #: 6
Course or Grade Level: US History II CP		Length of Time: 3 weeks
Pacing	February Week 1- Early Years of Cold War Week 2-Truman/Eisenhower Week 3- Postwar America	
Essential Questions	<ul style="list-style-type: none"> • ☑ How did the Cold War begin and what was the outcome of this battle ? • ☑ Describe communism 	
Content	Cold War Begins 1945-1960 <ul style="list-style-type: none"> • Origins of the cold war • The early cold war years • The cold war and American society • Eisenhowers policies • Postwar America • Truman and Eisenhower • The affluent society • Popular culture of the 1950s • The other side of American life 	
Skills	<ul style="list-style-type: none"> • Explain the growing tensions between the US and the Soviet Union at the end of WWII • Describe the red scare • Define communism and compare it to a democratic society 	
Assessments	Formative <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom assignments (primary source analysis, group outlines) • Flashcards Summative <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Oral Reports • Group projects • multiple choice tests/DBQ tests 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Pairing/Group work • Individual assignments • Debates Modifications/Accommodations <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation • Visual materials (maps, timelines) • Small groups • Shortened assignments 	

	<ul style="list-style-type: none"> • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level 					
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Map Activities • Essay Writing (PARCC Scoring Rubric) 					
Lesson resources / Activities	<ul style="list-style-type: none"> • The American Republic Since 1877, Chapters 21-22 • Primary Source Documents • Political Cartoons • DBQ's and multiple choice questions 					
2009 NJCCCS						
Standard: 6.1						
Strand(s): A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives						
Content Statement(s):	CPI # / CPI(s):					
12. Postwar United States: Cold War Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.	6.1.12.A.12.a-c B.12.a C.12.a-d D.12.a-e					
21st Century Themes						
Global Awareness	Global Awareness	Global Awareness	Global Awareness			
21st Century Skills						
Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: A time of upheaval 1954-1980 (JFK, Civil Rights, Vietnam, Student Movements)	Unit #: 7
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Course or Grade Level: US History II CP	Length of Time: 4 weeks
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Pacing	March/1 st wk of April Week 1-The New Frontier and the Great Society Week 2- The civil Rights movement Week 3- Vietnam War Week 4- The Politics of Protest
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Essential Questions	<ul style="list-style-type: none"> • ☑ Describe importance of JFK • ☑ What was the Civil Rights Movement in the United States ? • ☑ How did the Vietnam War impact the United States both politically and culturally ?
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Content	A time of upheaval 1954-1980 Opposing sides The New Frontier and the Great Society JFK and the Cold War Great Society The civil Rights movement Movement begins Challenging segregation New issues Vietnam War The US focuses on Vietnam Going to war in Vietnam Vietnam divides the nation The war winds down The Politics of Protest The student movement and the counterculture The feminist movement New approaches to civil rights Saving the earth
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Skills	<ul style="list-style-type: none"> • Discuss the importance of JFK • Examine the causes and effects of the Vietnam War • Analyze why support for the war began to weaken • Summarize the major lessons the US learned from the Vietnam War Experience
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Assessments	Formative <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom assignments (primary source analysis, group outlines) • Flashcards Summative <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Oral Reports • Group projects • multiple choice tests/DBQ tests
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Interventions / differentiate instruction	<ul style="list-style-type: none"> • Pairing/Group work • Individual assignments • Debates <p>Modifications/Accommodations</p> <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation • Visual materials (maps, timelines) • Small groups • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Map Activities • Essay Writing (PARCC Scoring Rubric)
Lesson resources / Activities	<ul style="list-style-type: none"> • The American Republic Since 1877, Chapters 23-26 • Primary Source Documents • Political Cartoons • DBQ's and multiple choice questions

2009 NJCCCS

Standard: 6.1

Strand(s):

- A. Civics, Government, and Human Rights
- B. Geography, People, and the Environment
- C. Economics, Innovation, and Technology
- D. History, Culture, and Perspectives

Content Statement(s):

13. Postwar United States: Civil Rights and Social Change

The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.

CPI # / CPI(s):

- 6.1.12.A.13.a-c
- B.13.a-b
- C.13.a-d
- D.13.a-f

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
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	Media Literacy		ICT Literacy		Life and Career Skills
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Pine Hill Public Schools Curriculum	
Unit Title: Politics and Economics 1971-1980	Unit #: 8
Course or Grade Level: US History II CP	Length of Time: 3 weeks
Pacing	April Week 1-Nixon Administration Week 2-watergate Week 3-Ford and Carter/Life in the 1970s
Essential Questions	<ul style="list-style-type: none"> Why were presidents Nixon , Ford, Carter important ?
Content	Politics and Economics 1971-1980 Nixon Administration Watergate Ford and Carter Life in the 1970s
Skills	<ul style="list-style-type: none"> Describe the character of Richard Nixon and the attitude of his White House What was the significance of the Watergate scandal? What did it make Americans realize? Explain the emergence of new spiritual movements and religions
Assessments	Formative <ul style="list-style-type: none"> Cues and Questions Oral Review Homework review and check Classroom assignments (primary source analysis, group outlines) Flashcards Summative <ul style="list-style-type: none"> Quizzes Chapter/Unit Tests Oral Reports Group projects multiple choice tests/DBQ tests
Interventions / differentiated instruction	<ul style="list-style-type: none"> Pairing/Group work Individual assignments Debates Modifications/Accommodations <ul style="list-style-type: none"> Extended time for completion of tests/quizzes/assignments Additional time for review/test preparation

	<ul style="list-style-type: none"> • Visual materials (maps, timelines) • Small groups • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level 						
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Map Activities • Essay Writing (PARCC Scoring Rubric) 						
Lesson resources / Activities	<ul style="list-style-type: none"> • The American Republic Since 1877, Chapters 27 • Primary Source Documents • Political Cartoons • DBQ's and multiple choice questions 						
2009 NJCCCS							
Standard: 6.1							
Strand(s):							
A. Civics, Government, and Human Rights							
B. Geography, People, and the Environment							
C. Economics, Innovation, and Technology							
D. History, Culture, and Perspectives							
Content Statement(s):				CPI # / CPI(s):			
13. Postwar United States: Civil Rights and Social Change				6.1.12.A.13.a-c			
				B.13.a-b			
				C.13.a-d			
The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.				D.13.a-f			
21st Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21st Century Skills							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Curriculum	
Unit Title: Resurgence of Conservatism 1980-1992	
Unit #9	
Course or Grade Level: US History II CP	Length of Time: 2 weeks
Pacing	May Week 1-Conservatism/Reagan Week 2-1980s/end of cold war
Essential Questions	<ul style="list-style-type: none"> Why were the Reagan years important ?
Content	Resurgence of Conservatism 1980-1992 <ul style="list-style-type: none"> The New Conservatism The Reagan Years Life in the 1980s The end of the cold war
Skills	<ul style="list-style-type: none"> Discuss Reagans policies toward the Soviet Union Explain the growth in social activism during the decade Identify the events that brought an end to the cold war
Assessments	Formative <ul style="list-style-type: none"> Cues and Questions Oral Review Homework review and check Classroom assignments (primary source analysis, group outlines) Flashcards Summative <ul style="list-style-type: none"> Quizzes Chapter/Unit Tests Oral Reports Group projects multiple choice tests/DBQ tests
Interventions / differentiated instruction	<ul style="list-style-type: none"> Pairing/Group work Individual assignments Debates Modifications/Accommodations <ul style="list-style-type: none"> Extended time for completion of tests/quizzes/assignments Additional time for review/test preparation Visual materials (maps, timelines) Small groups Shortened assignments Study guides/outlines of important events and people Visual demonstrations Summarizing Credit for class participation/effort Test directions read aloud and explained thoroughly Graphic organizers/KWL charts Tutoring assistance (peer/teacher) Testing based on student pace and class level

Inter-disciplinary Connections	<ul style="list-style-type: none"> • Map Activities • Essay Writing (PARCC Scoring Rubric)
Lesson resources / Activities	<ul style="list-style-type: none"> • The American Republic Since 1877, Chapters 28 • Primary Source Documents • Political Cartoons • DBQ's and multiple choice questions

2009 NJCCCS

Standard: 6.1

Strand(s):

- A. Civics, Government, and Human Rights
- B. Geography, People, and the Environment
- C. Economics, Innovation, and Technology
- D. History, Culture, and Perspectives

Content Statement(s):

CPI # / CPI(s):

14. Contemporary United States: Domestic Policies

Differing views on government's role in social and economic issues led to greater partisanship in government decision making.

The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups.

Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

6.1.12.A.14.a-h
B.14.a-d
C.14.a-d
D.14.a-f

15. Contemporary United States: International Policies

The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.

6.1.12.A.15.a-f
B.15.a
C.15.a-b
D.15.a-d

16. Contemporary United States: Interconnected Global Society

Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interaction

6.1.12.A.16.a-c
B.16.a
C.16.a-c
D.16.a-c

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Curriculum

Unit Title: Into a New Century 1992-Present		Unit #10
Course or Grade Level: US History II CP		Length of Time: 3 Weeks
Pacing	May/June Week 1-Technological Revolution Week 2- Clinton/New Century Week 3- War on Terrorism	
Essential Questions	<ul style="list-style-type: none"> • What influence did Clinton have on the politics of the new century ? • How has fear of terrorism changed American society? 	
Content	Into a New Century 1992-Present <ul style="list-style-type: none"> • The technological revolution • The Clinton years • An interdependent world • America enters a new century • The war on terrorism 	
Skills	<ul style="list-style-type: none"> • Describe the evolution of the computer from scientific tool to house hold appliance • Evaluate how the computer has revolutionized science, medicine, and communications • Assess environmental issues that have become important internationally • Evaluate the programs President George W. Bush initiated • Explain the response of the United States to the terrorist attacks on the World Trade Center and the Pentagon 	
Assessments	Formative <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom assignments (primary source analysis, group outlines) • Flashcards Summative <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Oral Reports • Group projects • multiple choice tests/DBQ tests 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Pairing/Group work • Individual assignments • Debates Modifications/Accommodations <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation • Visual materials (maps, timelines) • Small groups • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing 	

	<ul style="list-style-type: none"> • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Map Activities • Essay Writing (PARCC Scoring Rubric)
Lesson resources / Activities	<ul style="list-style-type: none"> • The American Republic Since 1877, Chapters 29 • Primary Source Documents • Political Cartoons • DBQ's and multiple choice questions

2009 NJCCCS

Standard: 6.1

Strand(s):

- A. Civics, Government, and Human Rights
- B. Geography, People, and the Environment
- C. Economics, Innovation, and Technology
- D. History, Culture, and Perspectives

Content Statement(s):

CPI # / CPI(s):

14. Contemporary United States: Domestic Policies

Differing views on government's role in social and economic issues led to greater partisanship in government decision making.

The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups.

Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

6.1.12.A.14.a-h
B.14.a-d
C.14.a-d
D.14.a-f

15. Contemporary United States: International Policies

The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.

6.1.12.A.15.a-f
B.15.a
C.15.a-b
D.15.a-d

16. Contemporary United States: Interconnected Global Society

Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interaction

6.1.12.A.16.a-c
B.16.a
C.16.a-c
D.16.a-c

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
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	Media Literacy		ICT Literacy		Life and Career Skills
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Revised: August 26, 2014