

Pine Hill Public Schools Curriculum

Content Area:		Social Studies	
Course Title/ Grade Level:		United States History II Honors	
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 Honors		Length of Time: 1 week
Pacing	September Week 1-Civil War/ Reconst.	
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) • Assess the strengths and weaknesses of each region's economy • Contrast the political situations of the Union and the Confederacy • Evaluate the soldiers' wartime experiences • Discuss life in the south immediately after the war. • Explain how reconstruction ended, and contrast the New South and the Old South 	
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) 	

	<ul style="list-style-type: none"> • 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							
Content Statement(s): 4. Civil War and Reconstruction							
The Civil War was caused by ideological, economic, and political differences about the future course of the nation.							
Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.							
CPI # / CPI(s):							
6.1.12.4.A.4.a-d B.4.a-b C.4.a-c D.4.a-e							
<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		Information Literacy
	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools Curriculum	
Unit Title: The Birth of Modern America	
Unit #: 2	
Course or Grade Level: US History II Honors	
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 • Recognize the various groups of immigrants and their contributions • Describe importance of the Guilded age • Discuss the various Social programs and their impact
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

	<ul style="list-style-type: none"> • 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 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
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21st Century Skills

	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	X	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 Honors	Length of Time: 4 weeks
Pacing	; October, 1 st wk of Nov .Week 1- Becoming a world power Week 2- The Progressive Movement Week 3-WWI Week 4- WWI and its Aftermath
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 Imperial Power ? • What were the causes and effects of the Spanish American War ? • What were the long term and immediate causes of WW I ?
Content	Imperialism, Progressivism, Expansionism 1890-1919 <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"> • Cite the motivations for and methods of American expansion in the Pacific • Compare and contrast the Populists and the Progressives • Describe the key concepts of Imperialism • Examine the main cause of the Spanish /American War and its outcome • Critique Theodore Roosevelt's foreign policy as President • Discuss key participants of WWI and the decisions they made
Assessments	Formative <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check

	<ul style="list-style-type: none"> • 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 / differentiated 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): 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	CPI # / CPI(s): 6.1.12.A.7.a-c B.7.a C.7.a-b D.7.a-c						
21st Century Themes							
X	Global Awareness		Financial, Economic,	X	Civic Literacy		Health Literacy

			Business, and Entrepreneurial Literacy				
21st Century Skills							
	Creativity and Innovation		Creativity and Innovation		Creativity and Innovation		Creativity and Innovation
	Media Literacy		Media Literacy		Media Literacy		

Pine Hill Public Schools Curriculum	
Unit Title: Boom and Bust 1920-1941	Unit #: 4
Course or Grade Level: US History II Honors	Length of Time: 3 weeks;
Pacing	November/1 st 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	<ul style="list-style-type: none"> • What were the main causes of the Great Depression and its effects of the US population ?
Content	Boom and Bust 1920-1941 <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Identify characteristics of the Jazz age • List key factors in the causes of the Great Depression • Recognize the importance of Roosevelt's New Deal • Analyze differences between the first and second New deal
Assessments	Formative <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check

	<ul style="list-style-type: none"> • 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 / differentiated 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 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 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.	6.1.12.A.8.a-c B.8.a C.8.a-b D.8.a-b
21st Century Themes	

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

Pine Hill Public Schools Curriculum	
Unit Title: America and WWII 1941-1945	Unit #: 5
Course or Grade Level: US History II Honors	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	<p>America and WWII</p> <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 • ☑ Examine the World Leaders of the era and the importance each one played • ☑ Describe the conditions of the Japanese Internment camps and the German Concentration Camps • ☑ Analyze the outcome of WW II
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 / differentiated 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 19-20 • Primary Source Documents • Political Cartoons • DBQ's and multiple choice questions
2009 NJCCCS	
Standard: 6.1	
<p>Strand(s):</p> <p>A. Civics, Government, and Human Rights</p> <p>B. Geography, People, and the Environment</p> <p>C. Economics, Innovation, and Technology</p> <p>D. History, Culture, and Perspectives</p>	
Content Statement(s):	CPI # / CPI(s):
<p>9. The Great Depression and World War II: The Great Depression</p> <p>The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.</p>	<p>6.1.12.A.9.a</p> <p>B.9.a</p> <p>C.9.a-d</p> <p>D.9.a-b</p>
<p>10. The Great Depression and World War II : New Deal</p> <p>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.</p>	<p>6.1.12.A.10.a-c</p> <p>B.10.a</p> <p>C.10.a-b</p> <p>D.10.a-d</p>
<p>11. The Great Depression and World War II: World War II</p>	<p>6.1.12.A.11.a-e</p> <p>B.11.a</p>

The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan.				C.11.a-b D.11.a-e			
Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.							
21st Century Themes							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
21st Century Skills							
	Creativity and Innovation		Creativity and Innovation		Creativity and Innovation		Creativity and Innovation
	Media Literacy		Media Literacy		Media Literacy		

Pine Hill Public Schools Curriculum	
Unit Title: Cold War Begins 1945-1960	Unit #: 6
Course or Grade Level: US History II Honors	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 • Identify goals of stalins foreign policy immediately after war. • Describe the red scare • Discuss the various participants of the Cold War and their results • Define communism and compare it to a democratic society • Analyze why American individuals feared communists
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 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							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
21st Century Skills							

	Creativity and Innovation		Creativity and Innovation		Creativity and Innovation		Creativity and Innovation
	Media Literacy		Media Literacy		Media Literacy		

Pine Hill Public Schools Curriculum	
Unit Title: A time of upheaval 1954-1980 (JFK, Civil Rights, Vietnam, Student Movements)	Unit #: 7
Course or Grade Level: US History II Honors	Length of Time: 4 weeks
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
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 ?
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
Skills	<ul style="list-style-type: none"> • Discuss the importance of JFK • Explain how the cold war influenced foreign aid and the space program • Examine the causes and effects of the Vietnam War • Analyze why support for the war began to weaken • Describe the motives of the anti-war movement • Describe the Civil unrest and protests of the 1960's, 1970's • Summarize the major lessons the US learned from the Vietnam War Experience
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 / differentiated 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):				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 D.13.a-f			
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.							
<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: Politics and Economics 1971-1980	Unit #: 8
Course or Grade Level: US History II Honors	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 reasons for economic troubles in the US during the 1970s. Discuss characteristics of life in the 1970's Discuss Jimmy Carter's domestic and foreign policys Explain the emergence of new spiritual movements and religions Discuss the disappearance of some traditional values during the 1970s.
Assessments	Formative <ul style="list-style-type: none"> Cues and Questions Oral Review Homework review and check Classroom assignments (primary source analysis, group outlines)

	<ul style="list-style-type: none"> • Flashcards <p>Summative</p> <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 <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 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 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.	6.1.12.A.13.a-c B.13.a-b C.13.a-d D.13.a-f
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: Resurgence of Conservatism 1980-1992	Unit #9
Course or Grade Level: US History II Honors	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"> • Explain how discontent with government led to a conservative shift in American's political convictions • Describe how the nation's population shifts led to a change in voting patterns • Explain president Reagans economic recovery plan • Discuss Reagans policies toward the Soviet Union • Discuss the importance of money to the culture of the 1980s • 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 <p style="margin-left: 40px;">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 28 • Primary Source Documents • Political Cartoons • DBQ's and multiple choice questions
2009 NJCCCS	
Standard: 6.1	
Strand(s):	
<p>A. Civics, Government, and Human Rights</p> <p>B. Geography, People, and the Environment</p> <p>C. Economics, Innovation, and Technology</p> <p>D. History, Culture, and Perspectives</p>	
Content Statement(s):	CPI # / CPI(s):
<p>14. Contemporary United States: Domestic Policies</p> <p>Differing views on government's role in social and economic issues led to greater partisanship in government decision making.</p> <p>The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups.</p> <p>Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.</p>	<p>6.1.12.A.14.a-h</p> <p>B.14.a-d</p> <p>C.14.a-d</p> <p>D.14.a-f</p>
<p>15. Contemporary United States: International Policies</p> <p>The United States has used various methods to achieve foreign</p>	<p>6.1.12.A.15.a-f</p> <p>B.15.a</p> <p>C.15.a-b</p>

policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.		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					
<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: Into a New Century 1992-Present	Unit #10
Course or Grade Level: US History II Honors	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 • Describe the difficulties and successes of Bill Clinton’s two terms as President. • Discuss the nations involvement in world affairs during the Clinton presidency • Assess environmental issues that have become important internationally • Describe unusual circumstances surrounding the outcome of the 2000 presidential election • Evaluate the programs President George W. Bush initiated • Describe the development of Middle East Terrorism • Examine the importance of the world changing topic of terrorism • Explain the response of the United States to the terrorist attacks on the World Trade Center and the Pentagon

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 / differentiated 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 29 • Primary Source Documents • Political Cartoons • DBQ's and multiple choice questions
2009 NJCCCS	
Standard: 6.1	
<p>Strand(s):</p> <p>A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives</p>	
Content Statement(s):	CPI # / CPI(s):
<p>14. Contemporary United States: Domestic Policies</p> <p>Differing views on government's role in social and economic issues led to greater partisanship in government decision making.</p>	<p>6.1.12.A.14.a-h B.14.a-d C.14.a-d D.14.a-f</p>

<p>The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups.</p> <p>Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.</p>	
<p>15. Contemporary United States: International Policies</p> <p>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.</p>	<p>6.1.12.A.15.a-f B.15.a C.15.a-b D.15.a-d</p>
<p>16. Contemporary United States: Interconnected Global Society</p> <p>Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interaction</p>	<p>6.1.12.A.16.a-c B.16.a C.16.a-c D.16.a-c</p>

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
	Media Literacy		ICT Literacy		Life and Career Skills		

Revised: August 26, 2014