

Honors US History II Curriculum Maps

[Unit 1: Becoming a World Power \(1898-1918\)](#)

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Grade: 11 th Grade Subject: US History II	Unit 1: Becoming a World Power (1898-1918)
Big Idea/Rationale	<ul style="list-style-type: none"> Unit 1 – Becoming a World Power will address the beginning of the century efforts of Progressive Reform, as well as debates caused by the American Imperialism and World War I. Students will have the opportunity to evaluate America’s participation in the global competition for empire that led to acquiring territories, the war against Spain, and the intervention in Mexico. While domestically America moved closer to the ideals of the American Revolution, the resulting new role for America as a world power was met with objections from the Anti-Imperialist League as against the founding tenets of the American Republic. Students will also examine the modern parallels concerning staying neutral when European nations went to war in 1914, the path that led to the United States joining the Allies in 1917, the government’s role in mobilization, building public support for the war, and achieving peace in the new world order that followed.
Enduring Understandings	<ul style="list-style-type: none"> Analyze the Progressive movement and how it changed America. Identify the causes and effects of the United States’ transformation into a world power Analyze the events and ideas that pushed the United States into World War I and the efforts the nation took to help the Allies win the war.
Essential Questions	<ul style="list-style-type: none"> To what effect did Progressives focus on easing the suffering of the urban poor, improving working conditions, and reforming government? What were the results of women actively campaigning for reforms in education, children’s welfare, temperance, and suffrage during the Progressive Era? How did Theodore Roosevelt use the power of the presidency to push for progressive reforms? What Progressive reforms continued during the Taft and Wilson presidencies? How did the United States expand its power and influence in the Pacific? How did the United States exert influence over Latin America after the Spanish-American War? How did the intervention in Mexico’s revolution develop a strain between America and Mexico? How did rivalries among European nations lead to the outbreak of war in 1914? How did the United States help turn the tide for an Allied victory? How did the United States mobilize a variety of resources to wage World War I? In what ways did the Allies determine the terms for peace in the postwar world?

Content (Subject Matter)	<ul style="list-style-type: none"> ● Progressivism <ul style="list-style-type: none"> ○ Muckrakers ○ Wisconsin Idea ○ Square Deal ○ Women's Suffrage ○ Prohibition ● American Imperialism—Hawaii, China, Caribbean, Philippines, Panama, etc. <ul style="list-style-type: none"> ○ Spanish-American War—yellow journalism ○ Roosevelt Corollary ○ Mexican Revolution ● World War I <ul style="list-style-type: none"> ○ Outbreak of War ○ Mobilization ○ Versailles Treaty
Standards	<ul style="list-style-type: none"> ● 6.1.12.A.6.a - Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice. ● 6.1.12.A.6.b - Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality. ● 6.1.12.A.6.c - Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies. ● 6.1.12.B.6.a—Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade. ● 6.1.12.B.6.b—Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion. ● 6.1.12.C.6.a - Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups. ● 6.1.12.C.6.b - Determine how supply and demand influenced price and output during the Industrial Revolution. ● 6.1.12.C.6.c - Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals. ● 6.1.12.D.6.a - Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States. ● 6.1.12.D.6.b—Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents

	<p>contributed to the United States becoming a world power.</p> <ul style="list-style-type: none"> • 6.1.12.D.6.c - Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment. • 6.1.12.D.7.b—Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy. • 6.1.12.A.7.a—Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war. • 6.1.12.A.7.b—Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights. • 6.1.12.A.7.c—Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries. • 6.1.12.B.7.a—Explain how global competition by nations for land and resources led to increased militarism. • 6.1.12.C.7.a—Determine how technological advancements affected the nature of World War I on land, on water, and in the air. • 6.1.12.C.7.b—Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I. • 6.1.12.D.7.a—Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I. • 6.1.12.D.7.b—Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I. • 6.1.12.D.7.c—Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
Materials/Resources	<ul style="list-style-type: none"> • <i>American Anthem</i> (Textbook and supplemental materials) → Chapter 16 – The Progressives, Chapter 17 – Entering the World Stage & Chapter 18 – The First World War
Notes	

Grade: 11 th Grade Subject: US History II	Unit 2: A Modern Nation (1918-1932)
Big Idea/Rationale	<ul style="list-style-type: none"> Unit 2 – A Modern Nation explores the shift in American society that occurred during the Roaring Twenties. After World War I the United States experienced new perspectives that put pressure on traditional American ideals. The Red Scare, the Great Migration, Prohibition, isolationism, women’s suffrage, consumerism, science and technology all changed the way Americans thought and behaved.
Enduring Understandings	<ul style="list-style-type: none"> Analyze the dangers and changes the nation faced after World War I. Analyze the rapid and radical change American culture underwent in the 1920s. Analyze the economic boom in the 1920s and the causes of the stock market crash.
Essential Questions	<ul style="list-style-type: none"> How did tensions and fears persist even after peace was achieved? How did the post-war economy grow and who was excluded? How did Presidents Harding and Coolidge reflect the nation’s desire for peace and normalcy? What were the social changes of the 1920s? How did the African American community transform and contribute to the blossoming black culture centered in Harlem, New York? What were the new technologies that helped produce a new mass culture in the 1920s?
Content (Subject Matter)	<ul style="list-style-type: none"> Red Scare Harding & Coolidge Presidencies Evolution Prohibition Harlem Renaissance 1920s Society <ul style="list-style-type: none"> Women—Flappers Consumer Economy Entertainment—Movies, Radio, Sports Technology—Flight, Automobiles Literature—Lost Generation
Standards	<ul style="list-style-type: none"> 6.1.12.A.8.a – Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer. 6.1.12.A.8.b – Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism. 6.1.12.A.8.c – Relate social intolerance, xenophobia, and fear of anarchists

	<p>to government policies restricting immigration, advocacy, and labor organizations.</p> <ul style="list-style-type: none"> • 6.1.12.B.8.a – Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment. • 6.1.12.C.8.a – Analyze the push-pull factors that led to the Great Migration. • 6.1.12.C.8.b – Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women. • 6.1.12.D.8.a – Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence. • 6.1.12.D.8.b – Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
Materials/Resources	<ul style="list-style-type: none"> • <i>American Anthem</i> (Textbook and supplemental materials) → Chapter 19 – From War to Peace & Chapter 20 – The Roaring Twenties.
Notes	

Grade: 11 th Grade Subject: US History II	Unit 3: Economic Crisis (1929-1939)
Big Idea/Rationale	<ul style="list-style-type: none"> Unit 3 – Economic Crisis explores the underlying weaknesses of the American economy of the late 1920s that caused the Stock Market Crash and the Great Depression that followed. Students will observe the debate that still goes on today about the role of the federal government in citizens' lives that began with Franklin Roosevelt's New Deal.
Enduring Understandings	<ul style="list-style-type: none"> Analyze the economic boom in the 1920s and the causes of the stock market crash. Analyze the causes and effects of President Roosevelt's New Deal programs.
Essential Questions	<ul style="list-style-type: none"> How did the stock market crash of 1929 reveal weaknesses in the American economy that helped trigger a spreading economic crisis? How did the Great Depression and the natural disaster known as the Dust Bowl produce economic suffering on a scale the nation had never seen before? Why was the clear philosophy of government brought into office by Herbert Hoover overwhelmed by the events of the Great Depression? How did FDR address the country's needs in 1933? What were the results? How were the new wave of government initiatives starting in 1935 received by the nation? How did the Great Depression and the New Deal impact on American culture of the 1930s? How did the New Deal change Americans' relationship with their government?
Content (Subject Matter)	<ul style="list-style-type: none"> Stock Market Crash Great Depression <ul style="list-style-type: none"> Hoover's Presidency Dust Bowl New Deal Society & Culture
Standards	<ul style="list-style-type: none"> 6.1.12.A.8.b – Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism. 6.1.12.B.8.a – Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment. 6.1.12.A.9.a – Analyze how the actions and policies of the United States government contributed to the Great Depression. 6.1.12.B.9.a – Determine how agricultural practices, overproduction, and the

	<p>Dust Bowl intensified the worsening economic situation during the Great Depression.</p> <ul style="list-style-type: none"> • 6.1.12.C.9.a – Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country’s economic health. • 6.1.12.C.9.b – Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy. • 6.1.12.C.9.c – Explain the interdependence of various parts of a market economy. • 6.1.12.C.9.d – Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability. • 6.1.12.D.9.a – Explore the global context of the Great Depression and the reasons for the worldwide economic collapse. • 6.1.12.D.9.b – Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities. • 6.1.12.A.10.a—Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal. • 6.1.12.A.10.b—Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals. • 6.1.12.A.10.c—Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society. • 6.1.12.B.10.a—Assess the effectiveness of New Deal programs designed to protect the environment. • 6.1.12.C.10.a—Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression. • 6.1.12.C.10.b—Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today. • 6.1.12.D.10.b—Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents. • 6.1.12.D.10.c—Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.
Materials/Resources	<ul style="list-style-type: none"> • <i>American Anthem</i> (Textbook and supplemental materials) → Chapter 21 – The Great Depression Begins & Chapter 22 – The New Deal.
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Grade: 11 th Grade Subject: US History II	Unit 4: The World At War (1939-1945)
Big Idea/Rationale	<ul style="list-style-type: none"> Unit 4 –The World At War will allow students to recognize that the vulnerability of horrendous economic conditions gave rise to totalitarian authorities around the world. America became the leader of the free world by liberating Europe and Asia from those regimes.
Enduring Understandings	<ul style="list-style-type: none"> Analyze the events that led to the outbreak of World War II. Analyze the events of World War II along with the effect these events had on the lives of Americans.
Essential Questions	<ul style="list-style-type: none"> How did the effects of World War I set the stage for a new generation of leaders in Europe? What effects did appeasement have on Germany? How did Axis aggression eventually destroy isolationist feelings in the United States? How did the outbreak of World War II spur the mobilization of American military and industrial might? Why did the United States focus on the war in Europe first? How did Germany's Nazi government systematically murder some 6 million Jews and 5 million others? How gain the upper hand fighting its way toward Japan after initial defeats? How did Americans on the home front contribute to the war effort? How did the Allies complete the defeat of the Axis Powers and what plans were made for the postwar world?
Content (Subject Matter)	<ul style="list-style-type: none"> WWII <ul style="list-style-type: none"> Home Front European Theater Holocaust Pacific Theater A-Bomb
Standards	<ul style="list-style-type: none"> 6.1.12.A.11.a – Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s. 6.1.12.A.11.b – Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time. 6.1.12.A.11.c – Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights. 6.1.12.A.11.d – Analyze the decision to use the atomic bomb and the consequences of doing so.

	<ul style="list-style-type: none"> • 6.1.12.A.11.e – Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. • 6.1.12.B.11.a – Explain the role that geography played in the development of military strategies and weaponry in World War II. • 6.1.12.C.11.a – Apply opportunity cost and trade-offs to evaluate the shift in economic resources from the production of domestic to military goods during World War II, and analyze the impact of the post-war shift back to domestic production. • 6.1.12.C.11.b – Relate new wartime inventions to scientific and technological advancements in the civilian world. • 6.1.12.D.11.a – Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II. • 6.1.12.D.11.b – Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II. • 6.1.12.D.11.c – Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. • 6.1.12.D.11.d – Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. • 6.1.12.D.11.e – Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
Materials/Resources	<ul style="list-style-type: none"> • <i>American Anthem</i> (Textbook and supplemental materials) → Chapter 23 – World War II Erupts, Chapter 24 – The United States in World War II
Notes	

Grade: 11 th Grade Subject: US History II	Unit 5: Shifting Enemies (1941-1953)
Big Idea/Rationale	<ul style="list-style-type: none"> Unit 5 – Shifting Enemies will scrutinize the post-World War II focus on communism and the beginnings of a cold war. Domestically students will evaluate the perception and reality of the communist threat and the government’s response. Around the world students will analyze different strategies used to combat communism and assess America’s successes and failures.
Enduring Understandings	<ul style="list-style-type: none"> Analyze the causes and effects of the Cold War. Analyze the economic growth and prosperity the nation experienced after World War II, as well as the Cold War arms race with the Soviet Union.
Essential Questions	<ul style="list-style-type: none"> After World War II, how did tensions between the Soviet Union and the United States lead to the era known as the Cold War? After World War II, what challenges did the United States face returning to life during peacetime? How did the start of the Cold War and events at home help trigger a second Red Scare? How and where did Cold War tensions finally erupt in a shooting war in 1950? How did the development of the Cold War impact U.S. domestic and foreign policies? How was the presidency of Dwight D. Eisenhower shaped in large part by the Cold War and related conflicts? How did the growing power of, and military reliance on, nuclear weapons help create significant anxiety in the American public in the 1950s? How was television a major influence on American culture in the 1950s, mirroring larger changes in technology and culture?
Content (Subject Matter)	<ul style="list-style-type: none"> Iron Curtain & Containment Post-War America Korean War Eisenhower’s Cold War—Dulles, Khrushchev Atomic Age & Arms/Space Race Fifties Technology & Popular Culture
Standards	<ul style="list-style-type: none"> 6.1.12.D.11.e – Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations. 6.1.12.A.12.a – Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War. 6.1.12.A.12.b – Examine constitutional issues involving war powers, as they

	<p>relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.</p> <ul style="list-style-type: none"> • 6.1.12.A.12.c – Explain how the Arab-Israeli conflict influenced American foreign policy. • 6.1.12.B.12.a – Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period. • 6.1.12.C.12.a – Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people. • 6.1.12.C.12.b – Assess the impact of agricultural innovation on the world economy. • 6.1.12.C.12.c – Analyze how scientific advancements impacted the national and global economies and daily life. • 6.1.12.C.12.d – Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability. • 6.1.12.D.12.a – Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East. • 6.1.12.D.12.b – Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties. • 6.1.12.D.12.c – Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.
Materials/Resources	<ul style="list-style-type: none"> • <i>American Anthem</i> (Textbook and supplemental materials) → Chapter 25 – The Cold War Begins & Chapter 26 – Postwar America
Notes	

Grade: 11 th Grade Subject: US History II	Unit 6: Facing New Challenges (1953-1965)
Big Idea/Rationale	<ul style="list-style-type: none"> Unit 6 – Facing New Challenges will address the shifting landscape of America in the second half of the 20th Century. Students will evaluate the impacts of the events of the Civil Rights Era, as well as the changing political landscapes of the New Frontier and Great Society and how they shaped the role of the government today.
Enduring Understandings	<ul style="list-style-type: none"> Analyze Kennedy’s New Frontier and Johnson’s Great Society. Analyze the struggles endured and the milestones achieved by African Americans fighting discrimination. Analyze how the African American civil rights movement inspired women, Native Americans, and Latinos to fight against social, political, and economic inequality.
Essential Questions	<ul style="list-style-type: none"> How was offering help to other nations and threatening to use force if necessary carried out with President Kennedy’s Cold War policy? How did John F. Kennedy bring energy, initiative, and important new ideas to the presidency? How did President Johnson use his political skills to push Kennedy’s proposals through Congress and expand them with his own vision of the Great Society? How did African Americans make inroads into racial segregation? How did various Civil Rights leaders make a nationwide movement during the 1960s? How did African Americans gain achieve full voting rights in the South? Why did continued inequalities cause many to lose faith in the civil rights movement? In spite of its many accomplishments that continued to benefit society, why did the civil rights movement decline by the 1970s? How did women and Native Americans struggle to achieve social justice in the 1960s? How did Latinos struggle to achieve social justice in the 1960s? How did the counterculture that emerged in the 1960s and 1970s leave a lasting impact on American life?
Content (Subject Matter)	<ul style="list-style-type: none"> Presidential Debates of 1960 Bay of Pigs Invasion Berlin Crisis Cuban Missile Crisis New Frontier Warren Court JFK’s assassination Great Society

	<ul style="list-style-type: none"> • <i>Brown v. Board of Education</i> (1954) • Little Rock integration • Montgomery Bus Boycott • Civil Rights Act (1964) • 24th Amendment • Voting Rights Act (1965) • Black Power • Women's Rights Movement • American Indian Movement • Latino Rights Movement • Counterculture
Standards	<ul style="list-style-type: none"> • 6.1.12.A.12.a – Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War. • 6.1.12.A.12.b – Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts. • 6.1.12.B.12.a – Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period. • 6.1.12.C.12.a – Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people. • 6.1.12.C.12.c – Analyze how scientific advancements impacted the national and global economies and daily life. • 6.1.12.C.12.d – Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability. • 6.1.12.D.12.a – Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East. • 6.1.12.D.12.c – Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations. • 6.1.12.A.13.a – Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination. • 6.1.12.A.13.b – Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, <i>Brown v. Board of Education</i>, and <i>Roe v. Wade</i>) in promoting civil liberties and equal opportunities.

	<ul style="list-style-type: none"> • 6.1.12.A.13.c – Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States. • 6.1.12.B.13.a – Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities. • 6.1.12.B.13.b – Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws. • 6.1.12.C.13.a – Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights. • 6.1.12.C.13.b – Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation. • 6.1.12.C.13.c – Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today. • 6.1.12.D.13.a – Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans. • 6.1.12.D.13.b – Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies. • 6.1.12.D.13.c – Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities. • 6.1.12.D.13.e – Explain why the Peace Corps was created and how its role has evolved over time. • 6.1.12.D.13.f – Relate the changing role of women in the labor force to changes in family structure.
Materials/Resources	<ul style="list-style-type: none"> • <i>American Anthem</i> → Chapter 27 – The New Frontier and the Great Society, Chapter 28 – The Civil Rights Movement & Chapter 30 → A Time of Social Change
Notes	

Grade: 11th Grade Subject: US History II	Unit 7: National Crossroads (1965-1980)
Big Idea/Rationale	<ul style="list-style-type: none"> Unit 7 – National Crossroads will address the two of the most influential challenges of the second half of the 20th Century. Students will evaluate the repercussions of the Vietnam and Watergate eras that impact their own lives today.
Enduring Understandings	<ul style="list-style-type: none"> Analyze the causes, as well as the impact of the Vietnam War. Analyze the presidencies of Nixon, Ford & Carter and their respective successes and failures in office.
Essential Questions	<ul style="list-style-type: none"> What led to American involvement in the developing conflict in Vietnam? Why did some Americans begin to question the decision to defend South Vietnam? How did the Vietnam War reveal deep divisions developing in America? What are the long-lasting effects of the Vietnam War? Beyond the turmoil of the Vietnam War, what notable success did the Nixon Administration enjoy? How did the Watergate Scandal bring down the Nixon Administration, and what effect did it have on the Ford Administration? How did Carter use his outsider identity to win the presidency in 1976 and how did that prove costly during his term in office?
Content (Subject Matter)	<ul style="list-style-type: none"> Vietnam War Détente Watergate Energy Crisis Iran Hostage Crisis
Standards	<ul style="list-style-type: none"> 6.1.12.A.12.a – Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War. 6.1.12.A.12.b – Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts. 6.1.12.A.12.c – Explain how the Arab-Israeli conflict influenced American foreign policy. 6.1.12.C.12.a – Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people. 6.1.12.C.12.d – Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability. 6.1.12.D.12.d – Compare and contrast American public support of the

- government and military during the Vietnam War with that of other conflicts.
- 6.1.12.D.12.e – Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.
 - 6.1.12.A.13.b – Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
 - 6.1.12.B.13.b – Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.
 - 6.1.12.D.13.d – Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
 - 6.1.12.A.14.a – Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
 - 6.1.12.A.14.b – Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
 - 6.1.12.A.14.d – Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
 - 6.1.12.A.14.e – Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.
 - 6.1.12.A.14.f – Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
 - 6.1.12.A.14.g – Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).
 - 6.1.12.A.14.h – Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
 - 6.1.12.C.14.b – Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
 - 6.1.12.D.14.a – Determine the relationship between United States domestic and foreign policies.
 - 6.1.12.A.15.a – Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.
 - 6.1.12.A.15.b – Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political,

	<p>economic, and social problems.</p> <ul style="list-style-type: none"> • 6.1.12.A.15.c – Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations. • 6.1.12.A.15.d – Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy. • 6.1.12.A.15.e – Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations. • 6.1.12.B.15.a – Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises. • 6.1.12.C.15.a – Relate the role of America's dependence on foreign oil to its economy and foreign policy. • 6.1.12.D.15.a – Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States. • 6.1.12.D.15.b – Compare the perspectives of other nations and the United States regarding United States foreign policy. • 6.1.12.D.15.c – Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
Materials/Resources	<ul style="list-style-type: none"> • <i>American Anthem</i> → Chapter 29 – The Vietnam War, Chapter 31 – A Search for Order
Notes	

Grade: 11 th Grade Subject: US History II	Unit 8: A Search for Order (1980-present)
Big Idea/Rationale	<ul style="list-style-type: none"> Unit 8 – A Search for Order examines Ronald Reagan’s victory in 1980 which appealed to a discontented electorate with the promise to return to a simpler time and conservative values. Reagan and his successor, George H. W. Bush, presided over the end of the Cold War and huge changes in economic and social policy. Americans face the twenty-first century with readiness to embrace challenges at home and abroad. While always remembering and learning from the past, they look forward to a future of change and opportunity.
Enduring Understandings	<ul style="list-style-type: none"> Analyze the changes, events, and ideas that arose during the President Reagan and George H. W. Bush years. Analyze the presidencies of Bill Clinton and George W. Bush as they faced challenges at home and abroad.
Essential Questions	<ul style="list-style-type: none"> What types of changes were ushered in with the election of Ronald Reagan in 1980? In what ways did President Reagan take a hard line against communism around the world? How did President George H. W. Bush affect the conservative shift to the federal government when he became president in 1989? What kinds of technological, economic, and social changes occurred in the 1980s and early 1990s? What kinds of challenges and scandals faced the Clinton administration? Why was the election of 2000 so controversial? How did George W. Bush strongly promote his agenda? How did the terrorist attacks on September 11, 2001 change Americans' view of the world? What are the new opportunities and challenges of the new century facing America?
Content (Subject Matter)	<ul style="list-style-type: none"> Reagan Administration End of the Cold War Desert Storm Clinton Administration September 11, 2001 War on Terror
Standards	<ul style="list-style-type: none"> 6.2.12.A.5.a—Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances, and periodic military clashes. 6.2.12.A.5.b—Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.

- 6.2.12.A.5.d—Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.
- 6.2.12.A.5.e—Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
- 6.2.12.B.5.a—Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
- 6.2.12.B.5.b—Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
- 6.2.12.C.5.b—Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
- 6.2.12.C.5.c—Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
- 6.2.12.C.5.d—Determine the challenges faced by developing nations in their efforts to compete in a global economy.
- 6.2.12.C.5.e—Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.
- 6.2.12.C.5.g—Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- 6.2.12.D.5.a—Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- 6.2.12.D.5.c—Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
- 6.2.12.A.6.a—Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
- 6.2.12.A.6.b—Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
- 6.2.12.A.6.c—Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
- 6.2.12.A.6.d—Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- 6.2.12.C.6.b—Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
- 6.2.12.C.6.d—Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
- 6.2.12.D.6.a—Assess the role of increased personal and business electronic

	communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.
Materials/Resources	<ul style="list-style-type: none"> • <i>American Anthem</i> → Chapter 32 – A Conservative Era & Chapter 33 – A Into the 21st Century
Notes	