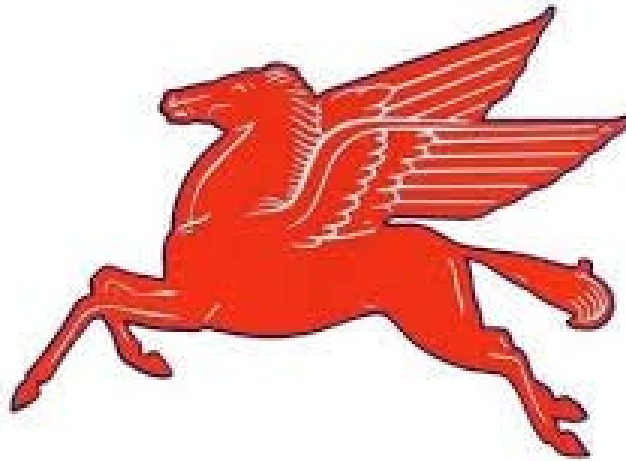


# Curriculum Management System

*PAULSBORO PUBLIC SCHOOLS*



**United States History II - Grade 11**

**UPDATED AUGUST 2015**

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: September 2015

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# Paulsboro Public Schools

*Dr. Laurie Bandlow, Superintendent*

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Ms. Jennifer Johnson, Business Administrator/Board Secretary  
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Mr. Paul Morina, Principal  
Mr. James Pandolfo, Vice Principal

## *Curriculum Writing Team*

Mr. Michael Calabrese, Teacher of Social Studies  
Mr. Matthew J. Browne, District Mathematics Coach  
Mrs. Rebecca Richardson, District Literacy Coach

# Paulsboro Public Schools

## Mission Statement

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

## Introduction/Philosophy

The Paulsboro Public Schools are committed to providing all students with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. All students receive social studies instruction from Preschool through grade 12. The challenges of the 21<sup>st</sup> century are complex, have global implications, and are connected to people, places, and events of the past. The study of Social Studies focuses on the deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Classroom instruction will include the natural integration of technology, which will allow our students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The Paulsboro Public School District is committed to providing authentic learning experiences that enable our students to apply content knowledge, develop citizenship skills, and collaborate with other students to prepare them for the 21<sup>st</sup> Century workplace. This curriculum guide is designed to be a resource for staff members and to provide guidance in the planning, delivery, and assessment of Social Studies instruction.

## Goals

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

## Educational Goals (Taken From NJCCCS)

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

**6.2 World History/Global Studies -** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible

**6.3 Active Citizenship in the 21st Century-** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Four strands frame the content within each standard:**

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

# New Jersey State Department of Education

## 21<sup>st</sup> Century College and Career Readiness Standards

### **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

### **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

### **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

<http://www.state.nj.us/education/cccs/2014/career/>

## Scope and Sequence

### Quarter 1 - Grade 11

**Big Idea: The U.S. and Global Affairs**

- A. Claiming an Empire (18)
1. Imperialism and America
  2. Spanish American War
  3. Acquiring New Lands
  5. Building the Panama Canal
  4. America as a World Power
- B. World War I (19)
1. The Beginning of World War I
  2. America's Entrance Into World War I
  3. The Home Front
  4. Wilson and the Terms of Peace

**Big Idea: The Changing Role of the American Government (cont.)**

- A. The Great Depression and the New Deal (22-23)
1. Economic troubles
  2. Hardship and Suffering during the Depression
  3. Hoover Struggles with the Depression
  4. New Deal Fights the Depression
  5. The Second New Deal
  6. Culture of the 1930s
  7. The Impact of the New Deal

**Big Idea: The Changing Role of the American Government**

- A. The Roaring Twenties (20-21)
1. Postwar Issues
  2. Harding's Presidency
  3. Business in America
  4. Changing Ways of Life
  5. Women in the 1920s
  6. Education and Popular Culture of the 1920s
  7. The Harlem Renaissance



## Scope and Sequence

### Quarter II - Grade 11

#### **Big Idea: The U.S. and Global Affairs**

- A. World War II and the United States (24-25)
  - 1. Dictators Threaten World Peace
  - 2. War in Europe
  - 3. The Holocaust
  - 4. America Moves Toward War
  - 5. Mobilizing
  - 6. Fighting in Europe and North Africa
  - 7. War In the Pacific
  - 8. The Home Front

#### **Big Idea: The Changing Role of the American Government**

- A. The Post War Boom (27)
  - 1. Postwar America
  - 2. The American Dream in the Fifties
  - 3. Popular Culture of the 1950s
  - 4. Rise in Poverty
- B. The New Frontier and the Great Society (28)
  - 1. Kennedy and the Cold War
  - 2. The Space Program (New Frontier)
  - 3. Kennedy Assassination
    - 4. The Great Society

## Scope and Sequence

### Quarter III - Grade 11

**Big Idea: Civil Rights and Social Changes**

- A. The Civil Rights Movement (29)
  - 1. Taking on Segregation
    - a. Brown v. Board of Ed.
    - b. Montgomery Bus Boycott
    - c. Martin Luther King Jr. march on Washington
  - 2. Triumphs of a Crusade
  - 3. Challenges and Changes in the Movement
    - a. King's Death
    - b. Black Panthers
    - c. Malcolm X
    - d. Legacy of the Civil Rights Movement

**Big Idea: Civil Rights and Social Changes**

- A. An Era of Social Change (31)
  - 1. Latinos and Native Americans Seek Equality
  - 2. Women Fight for Equality
  - 3. Culture and the Counterculture

**Big Idea: The U.S. and Global Affairs**

- A. The Vietnam War (30)
  - 1. Moving Toward Conflict
  - 2. U.S. Involvement and Escalation
  - 3. The Nation Divides on Vietnam Involvement
  - 4. 1968: A Tumultuous Year
  - 5. The End of the War and Its Legacy

## Scope and Sequence

### Quarter IV - Grade 11

**Big Idea: The Changing Role of the American Government**

- A. The 1970s (32)
  - 1. The Nixon Administration
  - 2. Watergate
  - 3. The Ford and Carter Years
  - 4. Environmental Activism
- B. The 1980s (33)
  - 1. A Conservative Movement Emerges
  - 2. Politics under Regan and Bush
  - 3. Social Problems in the 1980s
  - 4. Foreign Policy After the Cold War
- C. The 1990s (34)
  - 1. The 1990s and the New Millennium
  - 2. The New Global Economy
  - 3. Technology and Modern Life
  - 4. The Changing Face of America
- D. Issues in the 21<sup>st</sup> Century
  - 1. The War on Terrorism
  - 2. Iraq: Confronting a Dictatorship
  - 3. The Debate Over Immigration
  - 4. The Communications Revolution
  - 5. Curing the Healthcare System

**U.S. History II - Quarter I**  
**Big Idea: The U.S. and Global Affairs**  
**Topic: Claiming an Empire**

<p><b>Standards:</b></p> <p><b>SOC.6.1.12.D.6.b</b> - Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.</p> <p><b>SOC.6.2.12.B.3.a</b> - Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.</p> <p><b>SOC.6.2.12.C.3.e</b> - Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence</p> <p><b>Career Ready Practices</b></p> <ul style="list-style-type: none"> <li>• CRP2</li> <li>• CRP4</li> <li>• CRP6</li> <li>• CRP7</li> <li>• CRP11</li> <li>• CRP12</li> </ul> <p><b>English/Language Arts Standards</b></p> <ul style="list-style-type: none"> <li>• RI.9-10.1</li> <li>• RI.9-10.9</li> <li>• W.9-10.2</li> <li>• W.9-10.7</li> </ul>	<b>GOAL</b>	
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	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<ol style="list-style-type: none"> <li>1. Is Imperialism ever justifiable?</li> <li>2. What was the impact of American Imperialism in the early 1900s?</li> </ol>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Textbook: <i>The Americans</i> and</li> <li>• Associated textbook resources</li> <li>• Maps (current day and historical)</li> <li>• Various school library resources</li> <li>• Various Internet resources including:</li> <li>• History.com</li> <li>• Youtube.com</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Verbal and/or written questions</li> <li>• Graphic organizers</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Projects</li> <li>• Presentations</li> <li>• Booklets</li> </ul>
<b>Enduring Understanding</b>		
<ul style="list-style-type: none"> <li>• Civics, Government, and Human Rights</li> <li>• Geography, People, and the Environment</li> <li>• Economics, Innovation, and Technology</li> <li>• History, Culture, and Perspectives</li> </ul>		

## U.S. History II - Quarter I

### Big Idea: The U.S. and Global Affairs

#### Topic: World War I (From the United States Perspective)

<p><b>Standards:</b></p> <p><b>SOC.6.1.12.A.7.a</b> - Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.</p> <p><b>SOC.6.1.12.A.7.b</b> - Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).</p> <p><b>SOC.6.1.12.A.7.c</b> - Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries</p> <p><b>SOC.6.1.12.B.7.a</b> - Explain how global competition by nations for land and resources led to increased militarism.</p> <p><b>SOC.6.1.12.C.7.a</b> - Determine how technological advancements affected the nature of World War I on land, on water, and in the air.</p> <p><b>SOC.6.1.12.C.7.b</b> - Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.</p> <p><b>SOC.6.1.12.D.7.a</b> - Evaluate the effectiveness of Woodrow Wilson’s leadership during and immediately after World War I.</p> <p><b>SOC.6.1.12.D.7.b</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.</p>	<p><b>GOAL</b></p> <p><b>Goal 4:</b> Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.</p> <p><b>Goal 5:</b> Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).</p> <p><b>Goal 6:</b> Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries</p> <p><b>Goal 7:</b> Explain how global competition by nations for land and resources led to increased militarism.</p> <p><b>Goal 8:</b> Determine how technological advancements affected the nature of World War I on land, on water, and in the air.</p> <p><b>Goal 9:</b> Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.</p> <p><b>Goal 10:</b> Evaluate the effectiveness of Woodrow Wilson’s leadership during and immediately after World War I.</p> <p><b>Goal 11:</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.</p> <p><b>Goal 12:</b> Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.</p>				
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## U.S. History II - Quarter I

### Big Idea: The U.S. and Global Affairs

#### Topic: World War I (From the United States Perspective)

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p>SOC.6.2.12.D.4.a - Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.</p> <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"><li>• CRP2</li><li>• CRP4</li><li>• CRP6</li><li>• CRP7</li><li>• CRP11</li><li>• CRP12</li></ul> <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"><li>• RI.9-10.1</li><li>• RI.9-10.9</li><li>• W.9-10.2</li><li>• W.9-10.7</li></ul>	<ul style="list-style-type: none"><li>• Civics, Government, and Human Rights</li><li>• Geography, People, and the Environment</li><li>• Economics, Innovation, and Technology</li><li>• History, Culture, and Perspectives</li></ul>	<p><u>Assessments</u></p> <ul style="list-style-type: none"><li>• Verbal and/or written questions</li><li>• Graphic organizers</li><li>• Tests</li><li>• Quizzes</li><li>• Projects</li><li>• Presentations</li><li>• Booklets</li></ul>

## U.S. History II - Quarter I

### Big Idea: The Changing Role of the American Government

#### Topic: The Roaring Twenties

<p><b>Standards:</b></p> <p><b>SOC.6.1.12.A.8.a</b> - Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.</p> <p><b>SOC.6.1.12.D.7.c</b> - Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.</p> <p><b>SOC.6.1.12.A.8.b</b> - Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.</p> <p><b>SOC.6.1.12.C.8.a</b> - Analyze the push-pull factors that led to the Great Migration.</p> <p><b>SOC.6.1.12.C.8.b</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.</p> <p><b>SOC.6.1.12.D.8.a</b> - Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.</p> <p><b>SOC.6.1.12.D.8.b</b> - Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.</p>	<p><b>GOAL</b></p> <p><b>Goal 13:</b> Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.</p> <p><b>Goal 14:</b> Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.</p> <p><b>Goal 15:</b> Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.</p> <p><b>Goal 16:</b> Analyze the push-pull factors that led to the Great Migration.</p> <p><b>Goal 17:</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.</p> <p><b>Goal 18:</b> Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.</p> <p><b>Goal 19:</b> Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.</p>				
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**U.S. History II - Quarter I**  
**Big Idea: The Changing Role of the American Government**  
**Topic: The Roaring Twenties**

Standards (Continued)	Essential Questions/Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><b><u>Career Ready Practices</u></b></p> <ul style="list-style-type: none"> <li>• CRP2</li> <li>• CRP4</li> <li>• CRP6</li> <li>• CRP7</li> <li>• CRP11</li> <li>• CRP12</li> </ul> <p><b><u>English/Language Arts Standards</u></b></p> <ul style="list-style-type: none"> <li>• RI.9-10.1</li> <li>• RI.9-10.9</li> <li>• W.9-10.2</li> <li>• W.9-10.7</li> </ul>	<p><b>Essential Questions (Continued)</b></p> <ul style="list-style-type: none"> <li>• How did the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence?</li> <li>• What impact did artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values?</li> </ul> <p><b><u>Enduring Understandings</u></b></p> <ul style="list-style-type: none"> <li>• Civics, Government, and Human Rights</li> <li>• Geography, People, and the Environment</li> <li>• Economics, Innovation, and Technology</li> <li>• History, Culture, and Perspectives</li> </ul>	<p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Verbal and/or written questions</li> <li>• Graphic organizers</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Projects</li> <li>• Presentations</li> <li>• Booklets</li> </ul>



## U.S. History II - Quarter I

### Big Idea: The Changing Role of the American Government

#### Topic: The Great Depression and the New Deal

##### Standards:

**SOC.6.1.12.A.9.a** - Analyze how the actions and policies of the United States government contributed to the Great Depression.

**SOC.6.1.12.B.9.a** - Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

**SOC.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.

**SOC.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.

**SOC.6.1.12.C.9.c** - Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).

**SOC.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.

**SOC.6.1.12.D.9.a** - Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.

**SOC.6.1.12.D.9.b** - Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.

**SOC.6.1.12.A.10.a** - Evaluate the arguments regarding the role of the federal government during the New Deal era.

##### GOAL

**Goal 20:** Analyze how the actions and policies of the United States government contributed to the Great Depression.

**Goal 21:** Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

**Goal 22:** Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.

**Goal 23:** 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.

**Goal 24:** Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).

**Goal 25:** Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.

**Goal 26:** Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.

**Goal 27:** Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.

**Goal 28:** Evaluate the arguments regarding the role of the federal government during the New Deal era.

**Goal 29:** 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.

**Goal 30:** Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

**Goal 31:** Assess the effectiveness of New Deal programs designed to protect the environment.

**Goal 32:** Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.

**Goal 33:** Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.

**Goal 34:** Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.

**U.S. History II - Quarter I**  
**Big Idea: The Changing Role of the American Government**  
**Topic: The Great Depression and the New Deal**

<p><b>Standards:</b></p> <p><b>SOC.6.1.12.A.10.b</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.</p> <p><b>SOC.6.1.12.A.10.c</b> – Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.</p> <p><b>SOC.6.1.12.B.10.a</b> – Assess the effectiveness of New Deal programs designed to protect the environment.</p> <p><b>SOC.6.1.12.C.10.a</b> – Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.</p> <p><b>SOC.6.1.12.C.10.b</b> – Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.</p> <p><b>SOC.6.1.12.D.10.b</b> – Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.</p> <p><b>SOC.6.1.12.D.10.c</b> – 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.</p> <p><b>SOC.6.1.12.D.10.d</b> - - Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.</p>	<b>GOAL</b>	
	<p><b>Goal 35:</b> 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.</p> <p><b>Goal 36:</b> Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.</p> <p><b>Goal 37:</b> Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in preventing international disputes during the 1920s and 1930s.</p>	
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How did actions and policies of the U.S. gov. contribute to the Great Depression?</li> <li>• What factors made the Great Depression Worse?</li> <li>• Is it the government’s responsibility to help people in slow economic times?</li> <li>• What was the impact of New Deal programs?</li> <li>• How are various parts of the economy interdependent on each other?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Textbook: <i>The Americans</i> and</li> <li>• Associated textbook resources</li> <li>• Maps (current day and historical)</li> <li>• Various school library resources</li> <li>• Various Internet resources including:</li> <li>• History.com</li> <li>• Youtube.com</li> </ul>

**U.S. History II - Quarter I**  
**Big Idea: The Changing Role of the American Government**  
Topic: The Great Depression and the New Deal

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<u>Career Ready Practices</u> <ul style="list-style-type: none"> <li>• CRP2</li> <li>• CRP4</li> <li>• CRP6</li> <li>• CRP7</li> <li>• CRP11</li> <li>• CRP12</li> </ul> <u>English/Language Arts Standards</u> <ul style="list-style-type: none"> <li>• RI.9-10.1</li> <li>• RI.9-10.9</li> <li>• W.9-10.2</li> <li>• W.9-10.7</li> </ul>		

## U.S. History II - Quarter II

### Big Idea: The U.S. and Global Affairs

#### Topic: World War II (From The United States Perspective)

##### Standards:

**SOC.6.1.12.A.11.a** -Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg- Briand Pact) in preventing international disputes during the 1920s and 1930s.

**SOC.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.

**SOC.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.

**SOC.6.1.12.A.11.d** - Analyze the decision to use the atomic bomb and the consequences of doing so.

**SOC.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.

**SOC.6.1.12.B.11.a** - Explain the role that geography played in the development of military strategies and weaponry in World War II.

**SOC.6.1.12.C.11.a** - Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.

##### GOAL

**Goal 38:** Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.

**Goal 39:** Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.

**Goal 40:** Analyze the decision to use the atomic bomb and the consequences of doing so.

**Goal 41:** Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

**Goal 42:** Explain the role that geography played in the development of military strategies and weaponry in World War II.

**Goal 43:** Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.

**Goal 44:** Relate new wartime inventions to scientific and technological advancements in the civilian world.

**Goal 45:** Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.

**Goal 45:** 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.

**Goal 46:** 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.

**Goal 47:** Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

**Goal 48:** 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.

**Goal 49:** Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.

**Goal 50:** Compare how Allied countries responded to the expansionist actions of Germany and Ital

## U.S. History II – Quarter II

### Big Idea: The U.S. and Global Affairs

#### Topic: World War II (From The United States Perspective)

<p><b>Standards:</b>  <b>SOC.6.1.12.D.11.a</b> - Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.  <b>SOC.6.1.12.D.11.b</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.  <b>SOC.6.1.12.D.11.c</b> - 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.  <b>SOC.6.1.12.D.11.d</b> - Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.  <b>SOC.6.1.12.D.11.e</b> - 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.  <b>SOC.6.2.12.D.4.d</b> - Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.  <b>SOC.6.2.12.D.4.e</b> - Compare how Allied countries responded to the expansionist actions of Germany and Italy.</p>	<p><b>GOAL</b></p> <p><b>Goal 51:</b> Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.</p> <p><b>Goal 52:</b> Analyze how the social, economic, and political roles of women were transformed during this time period.</p> <p><b>Goal 53:</b> Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.</p> <p><b>Goal 54:</b> Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post-World War II period.</p> <p><b>Goal 55:</b> Relate American economic expansion after World War II to increased consumer demand.</p>
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How should the U.S. respond to aggressive actions taken by other nations?</li> <li>• What causes a nation to go to war?</li> <li>• Is it justifiable to take away personal freedoms during time of war for national security reasons?</li> <li>• How does Geography play a role in the development of weapons?</li> <li>• Is using a weapon (such as the atomic bomb) ever justifiable?</li> <li>• What has been the impact of the U.N?</li> <li>• How did the role of women transform during WWII?</li> </ul>	<p><b>Instructional Tools/Learning Activities/Resources/Assessments</b></p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Textbook: <i>The Americans</i> and</li> <li>• Associated textbook resources</li> <li>• Maps (current day and historical)</li> <li>• Various school library resources</li> <li>• Various Internet resources including:</li> <li>• History.com</li> <li>• Youtube.com</li> </ul>

**U.S. History II – Quarter II**  
**Big Idea: The U.S. and Global Affairs**  
Topic: World War II (From The United States Perspective)

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> <li>• CRP2</li> <li>• CRP4</li> <li>• CRP6</li> <li>• CRP7</li> <li>• CRP11</li> <li>• CRP12</li> </ul> <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> <li>• RI.9-10.1</li> <li>• RI.9-10.9</li> <li>• W.9-10.2</li> <li>• W.9-10.7</li> </ul>	<ul style="list-style-type: none"> <li>• Civics, Government, and Human Rights</li> <li>• Geography, People, and the Environment</li> <li>• Economics, Innovation, and Technology</li> <li>• History, Culture, and Perspectives</li> </ul>	<p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>• Verbal and/or written questions</li> <li>• Graphic organizers</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Projects</li> <li>• Presentations</li> <li>• Booklets</li> </ul>

## U.S. History II - Quarter II

### Big Idea: The Changing Role of the American Government

#### Topic: The Post War Boom

**Standards:**

**SOC.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.

**SOC.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.

**SOC.6.1.12.C.13.d** - Relate American economic expansion after World War II to increased consumer demand.

**SOC.6.1.12.D.14.a** - Determine the relationship between United States domestic and foreign policies.

**SOC.6.1.12.D.12.b** Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties

**SOC.6.1.12.D.16.a** -Analyze the impact of American culture on other world cultures from multiple perspectives.

**Career Ready Practices**

- CRP2
- CRP4
- CRP6
- CRP7
- CRP11
- CRP12

**GOAL**

**Goal 1:** Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.

**Goal 2:** Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.

**Goal 3:** Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence

**Essential Questions**

- What led to the migration from cities into suburbs?
- What was the impact of the Marshall Plan?
- How/Why did the American economy expand after WWII?
- Why the hysteria over communism?

**Enduring Understanding**

- Civics, Government, and Human Rights
- Geography, People, and the Environment
- Economics, Innovation, and Technology
- History, Culture, and Perspectives

**Instructional Tools/Learning Activities/Resources/Assessments**

**Resources**

- Textbook: *The Americans* and
- Associated textbook resources
- Maps (current day and historical)
- Various school library resources
- Various Internet resources including:
  - History.com
  - Youtube.com

**Assessments**

- Verbal and/or written questions
- Graphic organizers
- Tests
- Quizzes
- Projects
- Presentations
- Booklets

**U.S. History II - Quarter II**  
**Big Idea: The Changing Role of the American Government**  
Topic: The Post War Boom

**Standards (Continued)**

English/Language Arts Standards

- RI.9-10.1
- RI.9-10.9
- W.9-10.2
- W.9-10.7



## U.S. History II – Quarter II

### Big Idea: The Changing Role of the American Government

#### Topic: The New Frontier and the Great Society

<p><b>Standards:</b></p> <p><b>SOC.6.1.12.A.12.a</b> - 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.</p> <p><b>SOC.6.1.12.A.12.b</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.</p> <p><b>SOC.6.1.12.C.12.a</b> - Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.</p> <p><b>SOC.6.1.12.D.12.c</b> - Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.</p> <p><b>SOC.6.1.12.A.14.d</b> - Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.</p> <p><b>SOC.6.1.12.B.14.a</b> - Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.</p>	<b>GOAL</b>	
	<p><b>Goal 1:</b> Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.</p> <p><b>Goal 2:</b> Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.</p> <p><b>Goal 3:</b> Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence</p>	
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<ul style="list-style-type: none"> <li>• What led to the migration from cities into suburbs?</li> <li>• What was the impact of the Marshall Plan?</li> <li>• How/Why did the American economy expand after WWII?</li> <li>• Why the hysteria over communism?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Textbook: <i>The Americans</i> and</li> <li>• Associated textbook resources</li> <li>• Maps (current day and historical)</li> <li>• Various school library resources</li> <li>• Various Internet resources including:</li> <li>• History.com</li> <li>• Youtube.com</li> </ul>
	<b>Enduring Understanding</b>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Verbal and/or written questions</li> <li>• Graphic organizers</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Projects</li> <li>• Presentations</li> <li>• Booklets</li> </ul>

**U.S. History II – Quarter II**  
**Big Idea: The Changing Role of the American Government**  
**Topic: The New Frontier and the Great Society**

**Standards (Continued)**

**Career Ready Practices**

- CRP2
- CRP4
- CRP6
- CRP7
- CRP11
- CRP12

**English/Language Arts Standards**

- RI.9-10.1
- RI.9-10.9
- W.9-10.2
- W.9-10.7

**U.S. History II - Quarter III**  
**Big Idea: The Civil Rights and Social Change**  
**Topic: The New Frontier and the Great Society**

<p><b>Standards:</b>  <b>SOC.6.1.12.A.13.a</b> - 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.  <b>SOC.6.1.12.A.13.b</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.  <b>SOC.6.1.12.C.13.a</b> - 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.  <b>SOC.6.1.12.D.13.a</b> - Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.  <b>SOC.6.1.12.D.13.b</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.</p>	<b>GOAL</b>	
	<p><b>Goal 1:</b> Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.  <b>Goal 2:</b> Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.  <b>Goal 3:</b> Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence</p>	
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<ul style="list-style-type: none"> <li>• Why was it necessary to have national government actions to ensure civil rights for African Americans</li> <li>• Has civil rights legislation been effective in promoting civil liberties and equal opportunities?</li> <li>• How did people and organizations use economic measures in the struggle for civil rights?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Textbook: <i>The Americans</i> and</li> <li>• Associated textbook resources</li> <li>• Maps (current day and historical)</li> <li>• Various school library resources</li> <li>• Various Internet resources including:</li> <li>• History.com</li> <li>• Youtube.com</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Verbal and/or written questions</li> <li>• Graphic organizers</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Projects</li> <li>• Presentations</li> <li>• Booklets</li> </ul>
<b>Enduring Understanding</b>		
<ul style="list-style-type: none"> <li>• Civics, Government, and Human Rights</li> <li>• Geography, People, and the Environment</li> <li>• Economics, Innovation, and Technology</li> <li>• History, Culture, and Perspectives</li> </ul>		

**U.S. History II - Quarter III**  
**Big Idea: The Civil Rights and Social Change**  
Topic: The New Frontier and the Great Society

**Standards (Continued)**

**Career Ready Practices**

- CRP2
- CRP4
- CRP6
- CRP7
- CRP11
- CRP12

**English/Language Arts Standards**

- RI.9-10.1
- RI.9-10.9
- W.9-10.2
- W.9-10.7

**U.S. History II - Quarter III**  
**Big Idea: The U.S. and Global Affairs**  
Topic: The Vietnam War

<p><b>Standards:</b>  <b>SOC.6.1.12.D.12.d</b> - Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.  <b>SOC.6.1.12.D.12.e</b> - Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.  <b>SOC.6.1.12.A.12.a</b> - 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.  <b>SOC.6.1.12.A.12.b</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.</p> <p><b>Career Ready Practices</b></p> <ul style="list-style-type: none"> <li>• CRP2</li> <li>• CRP4</li> <li>• CRP6</li> <li>• CRP7</li> <li>• CRP11</li> <li>• CRP12</li> </ul> <p><b>English/Language Arts Standards</b>  W.9-10.7</p>	<b>GOAL</b>	
	<p><b>Goal 1:</b> Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.  <b>Goal 2:</b> Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.  <b>Goal 3:</b> Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence</p>	
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<ul style="list-style-type: none"> <li>• Would you have supported or opposed the Vietnam war? Why?</li> <li>• Who (or what gov. entity) has the power to declare war?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Textbook: <i>The Americans</i> and</li> <li>• Associated textbook resources</li> <li>• Maps (current day and historical)</li> <li>• Various school library resources</li> <li>• Various Internet resources including:</li> <li>• History.com</li> <li>• Youtube.com</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Verbal and/or written questions</li> <li>• Graphic organizers</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Projects</li> <li>• Presentations</li> <li>• Booklets</li> </ul>
	<b>Enduring Understanding</b>	
<ul style="list-style-type: none"> <li>• Civics, Government, and Human Rights</li> <li>• Geography, People, and the Environment</li> <li>• Economics, Innovation, and Technology</li> <li>• History, Culture, and Perspectives</li> </ul>		

**U.S. History II - Quarter III**  
**Big Idea: The Civil Rights and Social Change**  
Topic: The Era of Social Change

<p><b>Standards:</b>  <b>SOC.6.1.12.D.13.c</b> - 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.  <b>SOC.6.1.12.D.13.d</b> - 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.  <b>SOC.6.1.12.D.13.f</b> - Relate the changing role of women in the labor force to changes in family structure.  <b>SOC.6.1.12.D.14.d</b> -Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.</p> <p><b>Career Ready Practices</b></p> <ul style="list-style-type: none"> <li>• CRP2</li> <li>• CRP4</li> <li>• CRP6</li> <li>• CRP7</li> <li>• CRP11</li> <li>• CRP12</li> </ul> <p><b>English/Language Arts Standards</b>  W.9-10.7</p>	<b>GOAL</b>	
	<p><b>Goal 1:</b> Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.  <b>Goal 2:</b> Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.  <b>Goal 3:</b> Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence</p>	
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<ul style="list-style-type: none"> <li>• What were the successes and failures of women’s rights organizations of the 1960s-1970s?</li> <li>• How did suburban living and television support conformity in the 1960s–1970s?</li> <li>• How/why did the role of women in the family change?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Textbook: <i>The Americans</i> and</li> <li>• Associated textbook resources</li> <li>• Maps (current day and historical)</li> <li>• Various school library resources</li> <li>• Various Internet resources including:</li> <li>• History.com</li> <li>• Youtube.com</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Verbal and/or written questions</li> <li>• Graphic organizers</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Projects</li> <li>• Presentations</li> <li>• Booklets</li> </ul>
	<b>Enduring Understanding</b>	
<ul style="list-style-type: none"> <li>• Civics, Government, and Human Rights</li> <li>• Geography, People, and the Environment</li> <li>• Economics, Innovation, and Technology</li> <li>• History, Culture, and Perspectives</li> </ul>		

## U.S. History II - Quarter IV

### Big Idea: The Changing Role of American Government

Topic: The 1970's

<p><b>Standards:</b>  <b>SOC.6.1.12.A.15.b</b> - Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.  <b>SOC.6.1.12.A.15.c</b> - Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.  <b>SOC.6.1.12.A.15.d</b> - Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.  <b>SOC.6.1.12.A.15.e</b> - Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.  <b>SOC.6.1.12.C.15.a</b> - Relate the role of America's dependence on foreign oil to its economy and foreign policy.</p> <p><b><u>Career Ready Practices</u></b></p> <ul style="list-style-type: none"> <li>• CRP2</li> <li>• CRP4</li> <li>• CRP6</li> <li>• CRP7</li> <li>• CRP11</li> <li>• CRP12</li> </ul> <p><b><u>English/Language Arts Standards</u></b>  W.9-10.7</p>	<p><b>GOAL</b></p> <p><b><u>Goal 1:</u></b> Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.  <b><u>Goal 2:</u></b> Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.  <b><u>Goal 3:</u></b> Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence</p>
	<p><b>Essential Questions</b></p>
	<p><b>Instructional Tools/Learning Activities/Resources/Assessments</b></p>
	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Textbook: <i>The Americans</i> and</li> <li>• Associated textbook resources</li> <li>• Maps (current day and historical)</li> <li>• Various school library resources</li> <li>• Various Internet resources including:</li> <li>• History.com</li> <li>• Youtube.com</li> </ul> <p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Verbal and/or written questions</li> <li>• Graphic organizers</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Projects</li> <li>• Presentations</li> <li>• Booklets</li> </ul>
	<p><b>Enduring Understanding</b></p>
	<ul style="list-style-type: none"> <li>• Civics, Government, and Human Rights</li> <li>• Geography, People, and the Environment</li> <li>• Economics, Innovation, and Technology</li> <li>• History, Culture, and Perspectives</li> </ul>

## U.S. History II - Quarter IV

### Big Idea: The Changing Role of American Government

Topic: The 1980's

<p><b>Standards:</b></p> <p><b>SOC.6.1.12.A.15.a</b> - 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.</p> <p><b>SOC.6.1.12.A.15.b</b> - Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.</p> <p><b>SOC.6.1.12.A.15.c</b> - Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.</p> <p><b>SOC.6.1.12.A.15.d</b> - Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.</p> <p><b>SOC.6.1.12.A.15.e</b> - Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.</p> <p><b>SOC.6.1.12.A.15.f</b> - Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.</p> <p><b>SOC.6.1.12.B.15.a</b> - Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.</p> <p><b>SOC.6.1.12.C.15.b</b> - Assess economic priorities related to international and domestic needs, as reflected in the national budget</p>	<b>GOAL</b>	
	<p><b>Goal 1:</b> Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.</p> <p><b>Goal 2:</b> Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.</p> <p><b>Goal 3:</b> Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence</p>	
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<ul style="list-style-type: none"> <li>• What led to the fall of communism?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Textbook: <i>The Americans</i> and</li> <li>• Associated textbook resources</li> <li>• Maps (current day and historical)</li> <li>• Various school library resources</li> <li>• Various Internet resources including:                             <ul style="list-style-type: none"> <li>• History.com</li> <li>• Youtube.com</li> </ul> </li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Verbal and/or written questions</li> <li>• Graphic organizers</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Projects</li> <li>• Presentations</li> <li>• Booklets</li> </ul>
	<b>Enduring Understanding</b>	
<ul style="list-style-type: none"> <li>• Civics, Government, and Human Rights</li> <li>• Geography, People, and the Environment</li> <li>• Economics, Innovation, and Technology</li> <li>• History, Culture, and Perspectives</li> </ul>		



**U.S. History II - Quarter IV**  
**Big Idea: The Changing Role of American Government**  
Topic: The 1980's

**Standards (Continued)**

**Career Ready Practices**

- CRP2
- CRP4
- CRP6
- CRP7
- CRP11
- CRP12

**English/Language Arts Standards**

- RI.9-10.1
- RI.9-10.9
- W.9-10.2
- W.9-10.7

## U.S. History II - Quarter IV

### Big Idea: The Changing Role of American Government

Topic: The 1990's

<p><b>Standards:</b>  <b>SOC.6.1.12.A.15.e</b> - Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.  <b>SOC.6.1.12.A.15.f</b> - Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.  <b>SOC.6.1.12.B.15.a</b> - Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.  <b>SOC.6.1.12.C.15.a</b> - Relate the role of America's dependence on foreign oil to its economy and foreign policy.  <b>SOC.6.1.12.D.15.a</b> - 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.  <b>SOC.6.1.12.D.15.b</b> - Compare the perspectives of other nations and the United States regarding United States foreign policy</p>	<b>GOAL</b>	
	<p><b>Goal 1:</b> Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.  <b>Goal 2:</b> Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.  <b>Goal 3:</b> Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence</p>	
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<ul style="list-style-type: none"> <li>• How and why has the U.S supported economic growth in developing countries?</li> <li>• What has been the impact of the U.S. support for organizations like the U.N.?</li> <li>• Why does the U.S. provide so much humanitarian aid to other countries?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Textbook: <i>The Americans</i> and</li> <li>• Associated textbook resources</li> <li>• Maps (current day and historical)</li> <li>• Various school library resources</li> <li>• Various Internet resources including:</li> <li>• History.com</li> <li>• Youtube.com</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Verbal and/or written questions</li> <li>• Graphic organizers</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Projects</li> <li>• Presentations</li> <li>• Booklets</li> </ul>
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<ul style="list-style-type: none"> <li>• Civics, Government, and Human Rights</li> <li>• Geography, People, and the Environment</li> <li>• Economics, Innovation, and Technology</li> <li>• History, Culture, and Perspectives</li> </ul>		

**U.S. History II - Quarter IV**  
**Big Idea: The Changing Role of American Government**  
Topic: The 1990's

**Standards (Continued)**

**Career Ready Practices**

- CRP2
- CRP4
- CRP6
- CRP7
- CRP11
- CRP12

**English/Language Arts Standards**

- RI.9-10.1
- RI.9-10.9
- W.9-10.2
- W.9-10.7

## United States History II

### COURSE BENCHMARKS

1. Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.
2. Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
3. Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence
4. Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
5. Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
6. Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries
7. Explain how global competition by nations for land and resources led to increased militarism.
8. Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
9. Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
10. Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.
11. Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
12. Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.
13. Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
14. Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
15. Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.
16. - Analyze the push-pull factors that led to the Great Migration.
17. 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.
18. Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
19. Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
20. Analyze how the actions and policies of the United States government contributed to the Great Depression.
21. Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
22. Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
23. 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.

## United States History II COURSE BENCHMARKS

24. Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
25. Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.
26. Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
27. Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
28. Evaluate the arguments regarding the role of the federal government during the New Deal era.
29. 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.
30. Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
31. Assess the effectiveness of New Deal programs designed to protect the environment.
32. Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
33. Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
34. Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
35. 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.
36. Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.
37. Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg- Briand Pact) in preventing international disputes during the 1920s and 1930s.
38. Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
39. Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
40. Analyze the decision to use the atomic bomb and the consequences of doing so.
41. Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
42. Explain the role that geography played in the development of military strategies and weaponry in World War II.
43. Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.
44. Relate new wartime inventions to scientific and technological advancements in the civilian world.
45. Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
46. 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.

## United States History II

### COURSE BENCHMARKS

47. 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.
48. Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
49. 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.
50. Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
51. Compare how Allied countries responded to the expansionist actions of Germany and Italy.
52. Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.
53. Analyze how the social, economic, and political roles of women were transformed during this time period.
54. Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.
55. Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post-World War II period.
56. Relate American economic expansion after World War II to increased consumer demand.
57. Determine the relationship between United States domestic and foreign policies.
58. Analyze the impact of American culture on other world cultures from multiple perspectives.
59. Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties
60. 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.
61. Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
62. Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
63. Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.
64. Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
65. Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
66. 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.

## United States History II COURSE BENCHMARKS

67. 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.
68. 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.
69. Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
70. Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
71. Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.
72. Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.
73. 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.
74. Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
75. 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.
76. 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.
77. Relate the changing role of women in the labor force to changes in family structure.
78. Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
79. Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
80. Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
81. Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
82. Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.
83. Relate the role of America's dependence on foreign oil to its economy and foreign policy.
84. 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.
85. Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
86. Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises

## United States History II COURSE BENCHMARKS

87. Assess economic priorities related to international and domestic needs, as reflected in the national budget
88. 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.
89. Compare the perspectives of other nations and the United States regarding United States foreign policy
90. Compare the perspectives of other nations and the United States regarding United States foreign policy
91. 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.
92. Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
93. Examine the impact of media and technology on political and social issues in a global society.
94. Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
95. Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
96. Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.
97. Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
98. Predict the impact of technology on the global workforce and on entrepreneurship.
99. Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
100. Explain how and why technology is transforming access to education and educational practices worldwide.