

Curriculum Map – American History/Civics II
QUARTER 1

Unit 1: U.S. Becomes a World Power

UNITED STATES HISTORY II: LATE 19TH CENTURY TO THE PRESENT

Inquiry Topic 2: Progressivism and World War I

Civics

Inquiry Topic 3: The Constitution of the United States and the Bill of Rights

Inquiry Topic 5: Political Parties, Interest Groups, and Politics

Inquiry Topic 6: Elections and the Politics of Voting

Inquiry Topic 7: Dissent and Protest in Political Systems

Vision of the Graduate:

Critical Thinking & Innovation

Communication

<i>Standards and Content Knowledge</i>	<i>Essential Questions</i>	<i>Instructional Strategies</i>	<i>Assessment</i> Formative Assessments (FA) Interim Assessments (IA) Summative Assessments (SA)
Rhode Island Social Studies Standards: SSHS.USII.2.1: Progressive reformers SSHS.USII.2.2: Civil rights activism during the Progressive Era SSHS.USII.2.3: Progressivism and woman suffrage SSHS.USII.2.4: The United States and World War I SSHS.USII.2.5: The home front SSHS.USII.2.6: The effects of World War I on the global standing of the	- Did World War I doom the Progressive Era? - Is protest patriotic? - What was the progressive idea? - Who were the progressives and what were their contributions? - What were the social, political, & economic reforms during the Progressive Era & what were the impacts? - How did women finally gain a voice in society? - What was the effect of	- The students will explain the progressive idea - The students will discuss what the progressives were and what each of their contributions were to society. - The students will examine the social, political, and economic reforms during the Progressive Era and what the impacts of each were on society. - The students will study how women finally gain a voice in society.	- Benchmark Assessment: Argumentative Writing - Formative and Summative Assessments - Document Based Questions (DBQ) - Map activities - Quizzes and Tests - Class discussions - Socratic Seminars - Response writing - Information writing - Reflective essays - Document Analysis writing - Oral presentations - Literacy based assessments

United States SSHS.CVC.3.4: Civil rights and civil liberties SSHS.CVC.5.2: The role of political parties SSHS.CVC.5.3: The role of political interest groups SSHS.CVC.5.4: Participation of citizens SSHS.CVC.5.5: Tactics to influence politics SSHS.CVC.6.1: Voting systems and their role in government SSHS.CVC.6.2: Primary and general elections SSHS.CVC.6.3: History of voting rights in the United States SSHS.CVC.6.4: Contemporary controversies surrounding elections and voting SSHS.CVC.7.1: Legal basis of dissent and protest SSHS.CVC.7.2: Historical examples of different forms of dissent and protest SSHS.CVC.7.3: Contemporary issues of disagreement with laws and policies CCSS Standards: RH.11-12.1 RH.11-12.2 WHST.11-12.1 WHST.11-12.4 Content Knowledge: Progressive Idea	Theodore Roosevelt's presidency upon the American people? - What was the effect of William Howard Taft's presidency upon the American people? - How did America extend its influence on other nations? - How did the United States become interested in foreign affairs? - What events increased the tension between the United States and Spain? - How did Spain try to avoid war with the United States? - What were the terms of the Treaty of Paris? - Why was Puerto Rico important to the United States? - How is the Panama Canal an example of the United States' controversial role in Central American Affairs? - What was the effect of the Roosevelt Corollary and Dollar Diplomacy? - What were the causes of WWI? - How did WWI change the nature of warfare? - What were the impacts of Trench Warfare? - What was Wilson's plan for peace? - Why did the Treaty of	- The students will examine the effect of Theodore Roosevelt's presidency upon the American people. - The students will analyze the effect of William Howard Taft's presidency upon the American people? - The students will identify how America extended its influence on other nations. - The students will trace how the United States became interested in foreign affairs. - The students will decipher what events increased the tension between the United States and Spain. - The students will explain how Spain tried to avoid war with the United States. - The students will list the terms of the Treaty of Paris. - The students will recognize why Puerto Rico was important to the United States. - The students will discover how the Panama Canal is an example of the United States' controversial role in Central American Affairs. - The students will evaluate the effect of the Roosevelt Corollary & Dollar Diplomacy. - The students will specify the causes of WWI.	- Historical readings with discussion and questions - Cooperative learning activities - Historical debates - Research Paper
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• Muckrakers • Social reforms • Political reforms • Economic reforms • 16th, 17th, 18th and 19th amendments • Presidencies of the Progressive Movement • Expansionism • Imperialism • Annexation of Hawaii • Causes of Spanish-American War • Spanish-American War • Effects of Spanish-American War • U.S. and Latin America • Panama Canal • Causes of World War I • Sinking of the Lusitania • Zimmerman Telegram • U.S. struggle to remain neutral • U.S. enters the war • America at war tips the balance – mobilization and the war at home • Trench warfare • Tanks • Poisonous gas • Wilson’s fight for peace • 14 Point Plan • Treaty of Versailles	Versailles fail to lay the foundation for lasting peace?	• The students will investigate how WWI changed the nature of warfare. • The students will appraise Wilson’s plan for peace. • The students will assess why the Treaty of Versailles failed to lay the foundation for lasting peace.	
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Resources:

- Maps
- Student texts
- Audio Visual Equipment

- Library Media Center
- DBQ
- Mobile Lab
- Primary and secondary sources
- Supplementary readings
- Graphic Organizers
- Cartoon Images
- Literacy Strategies
- *Iron Clad Angels* – DVD

Curriculum Map – American History/Civics II
QUARTER 1

Unit 2: *Best of Times, Worst of Times*

UNITED STATES HISTORY II: LATE 19TH CENTURY TO THE PRESENT
Inquiry Topic 3: The 1920s, the Great Depression, and the New Deal

Vision of the Graduate:
Critical Thinking & Innovation
Collaboration

<i>State Standards & Content Knowledge</i>	<i>Essential Questions</i>	<i>Instructional Strategies</i>	Assessment Formative Assessments (FA) Interim Assessments (IA) Summative Assessments (SA)
Rhode Island Social Studies Standards: SSHS.USII.3.1: Cultural shifts during the “roaring” twenties SSHS.USII.3.2: Causes, effects, and solutions during the Great Depression	• Did combating the Great Depression split the country? • What contributed to the prosperity of the 1920s? • How did mass media and mass culture help Americans create a sense of national unity in the 1920s?	• The students will evaluate what contributed to the prosperity of the 1920s. • The students will examine how mass media and mass culture helped Americans create a sense of national unity in the 1920s.	• Formative and Summative Assessments • DBQ • Map activities • Quizzes and Tests • Class discussions and Socratic Seminars • Response writing • Information writing

SSHS.USII.3.3: Distinctions between the First and Second New Deals CCSS Standards: RH.11-12.3 RH.11-12.6 WHST.11-12.5 WHST.11-12.6 Content Knowledge: • Prosperity of the 1920s • Growth of new industry/scientific developments • Growth of new products • Popular Culture • Motion pictures • War of the Worlds • Golden Age of Sports • Jazz, Blues, Country and Western • Harlem Renaissance • Women of the '20s • Depression of the 1920s • Political corruption • Red Scare • Palmer raids • Sacco-Vanzetti Trial • Prohibition • Immigration • Resurgence of KKK • Scottsboro Trial • Scopes Trial • The Great Depression	• What lasting social and cultural changes emerged for the African-Americans during the 1920s? • What key social, economic, and technological changes aided women's new role in society? • How did nativism create fear of communism and tension in society? • How did criminals take advantage of prohibition? • What were American society's general intolerances of the period? • How did the economic trends of the 1920s cause the Great Depression? • What were the three goals of Roosevelt's New Deal?	• The students will identify what lasting social and cultural changes emerged for the African-Americans during the 1920s. • The students will deliberate what key social, economic, and technological changes aided women's new role in society. • The students will scrutinize how nativism created a fear of communism and tension in society. • The students will investigate how criminals took advantage of prohibition. • The students will recognize American society's general intolerances of the period. • The students will conclude how the economic trends of the 1920s caused the Great Depression. • The students will identify and examine the three goals of Roosevelt's New Deal.	• Reflective essays • Document Analysis writing • Oral presentations • Literacy based assessments • Historical readings with discussion and questions • Cooperative learning activities • Historical debates • Research Paper • RAFT Activities
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• Presidency of Franklin Delano Roosevelt • New Deal			
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Resources:

- Audio Visual Equipment
- Library Media Center
- DBQ
- Maps
- Student texts
- Mobile Lab
- Primary and secondary sources
- Supplementary readings
- Graphic Organizers
- Cartoon Images
- Literacy Strategies
- *Chicago*
- Music of the Times
- Historical Pictures
- Ken Burns' *Baseball*

Curriculum Map – American History/Civics II
QUARTER 2

Unit 3: World War II and the Aftermath

UNITED STATES HISTORY II: LATE 19TH CENTURY TO THE PRESENT

Inquiry Topic 4: World War II

Vision of the Graduate:

Adaptability

Communication

Critical Thinking & Innovation

State Standards & Content Knowledge	Essential Questions	Instructional Strategies	Assessment Formative Assessments (FA) Interim Assessments (IA) Summative Assessments (SA)
Rhode Island Social Studies Standards: SSHS.USII.4.1: Isolationism and the eventual involvement of the United States in World War II SSHS.USII.4.2: The effects of the War on American society SSHS.USII.4.3: United States military during World War II SSHS.USII.4.4: Revelations of Nazi genocide against the European Jews CCSS Standards for this unit: RH.11-12.1 RH.11-12.2 RH.11-12.7 WHST.11-12.8	- Was the “good war” good for all? - How did the diplomacy of the early New Deal affect relations with other nations? - How did the rise of dictatorships add to the turmoil in Europe? - How does Japan’s desire to expand prompt the United States to go to war? - Who was Adolf Hitler? - What was the Nazi’s “Final Solution” and how was that goal nearly achieved? - What impact did the breakout of war in Europe have on the United States’ foreign and defense policy?	- The students will assess diplomacy of the early New Deal and its relations with other nations. - The students will examine how the rise of dictatorships added to the turmoil in Europe. - The students will discover how Japan’s desire to expand prompted the United States to go to war. - The students will identify Adolf Hitler. - The students will critique the Nazi’s “Final Solution” and how that goal was nearly achieved. - The students will describe the impact that the breakout of war	- Formative and Summative Assessments - DBQ - History and literature reading logs - Oral presentations - Teacher generated tests - Document analysis writings - Class discussions and Socratic Seminars - Common Assessment Argument Writing

WHST.11-12.9 Content Knowledge: • Diplomacy of the early New Deal • Rise of dictatorships • Turmoil in Europe • Trouble with Japan • War in the Pacific • Adolf Hitler • Nazi regime • The Holocaust • America mobilizes for war • Pearl Harbor • The war at home • Invasion of Europe • Defeat of Germany • Allied offensive in the Pacific • Defeat of Japan • Presidency of Harry S. Truman • Atomic Bomb & its effects	• Why did the United States enter WWII? • How does America mobilize for war and what controversies does it create? • Trace military developments from WWI to WWII. • Was the allied invasion of Europe successful? • How do the prolonged battles in the Pacific convince the United States to use nuclear weapons? • How does the outcome of WWII change the United States' role in international affairs?	in Europe had on the United States' foreign and defense policy. • The students will deliberate why the United States entered WWII. • The students will scrutinize how America mobilized for war and what controversies it created. • The students will determine if the allied invasion of Europe was successful. • The students will hypothesize how the prolonged battles in the Pacific convinced the United States to use nuclear weapons. • The students will predict how the outcome of WWII changed the United States' role in international affairs.	
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Resources:

- Audio Visual Equipment
- Library Media Center
- DBQ
- Student text
- Overhead transparencies
- Maps
- Power point demonstrations
- Student journals
- Complementary texts
- Selected authors, poets and music excerpts
- Political cartoons
- Mobile Lab
- LCD projector

- Literacy Based Activities
- Graphic Organizers
- Historical Debates
- Primary and Secondary Sources
- DVDs (ex. *Saving Private Ryan*, *Pearl Harbor*, etc.)

Curriculum Map – American History/Civics II
QUARTER 2

Unit 4: Cold War Conflicts

UNITED STATES HISTORY II: LATE 19TH CENTURY TO THE PRESENT
Inquiry Topic 5: The Cold War

Vision of the Graduate:
Adaptability
Productivity & Responsibility

<i>Standards and Content Knowledge</i>	<i>Essential Questions</i>	<i>Instructional Strategies</i>	<i>Assessment</i> Formative Assessments (FA) Interim Assessments (IA) Summative Assessments (SA)
Rhode Island Social Studies Standards: SSHS.USII.5.1: The United States and the Soviet Union as global superpowers SSHS.USII.5.2: Foreign policy and domestic effects of the Cold War SSHS.USII.5.3: The American economy and post-war affluence SSHS.USII.5.4: Global decolonization	• When does a “cold” war end? • What was the Cold War and its purpose and effect? • What was the role of the principle players? • What was the Korean War and its purpose and effect? • What was the final outcome of the Korean War? • What was the role of the	• The students will be able to identify and analyze the global rise of nationalism and dictatorships. • The students will understand the consistent repetition of isolationism in the United States. • The Steps toward the Cold War will be explained and analyzed. • The students will be able to understand the impact of the	• Formative and Summative Assessments • DBQ • History and literature reading logs • Oral presentations • Teacher generated tests • Document analysis writings • Class discussions • Socratic Seminars

and the expansion of American power CCSS Standards for this unit: RH.11-12.3 RH.11-12.8 WHST.11-12.7 WHST.11-12.9 Content Knowledge: • United Nations • Harry S. Truman • Joseph Stalin • History of Russia • Containment • Truman Doctrine • The Marshall Plan • Berlin airlift • NATO • Cold War • Communism v. Democracy • Election of 1948 • Chiang Kai-shek • Mao Zedong • Taiwan • 38th parallel • Korean War • General Douglas MacArthur • Cold War at Home • House Un-American Activities Committee • Hollywood Ten • Alger Hiss • Ethel & Julius Rosenberg • Black List • Joseph McCarthy • McCarthyism • H-Bomb • Dwight D. Eisenhower	United States and terms of world affairs & role changes? • What were the McCarthy hearings and what was the threat of communism? • What was the final outcome of the McCarthy era?	United States involvement in the Cold War. • Students will read and discuss the impact on writers and philosophers of their time. • Students will analyze maps, graphs, political cartoons and photographs • Students will be able to identify what global events led to the United States involvement in Korea? • Students will identify the causes and the effects of McCarthyism.	
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• John Foster Dulles • Brinkmanship • CIA • Warsaw Pact • Eisenhower Doctrine • Nikita Khrushchev • U2 incident			
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Resources:

- Library Media Center
- DBQ
- Student text
- Overhead transparencies
- Maps
- Power point demonstrations
- Student journals
- Primary sources
- Complimentary texts
- A History of Us: All the People: “Since 1945”
- Selected authors, poets and music excerpts
- Political cartoons
- Mobile Lab
- Literacy Instructional Strategies
- Graphic Organizers
- Audio and Visual Equipment

Curriculum Map – American History/Civics II
QUARTER 3

Unit 5: Cultural Studies: The Changing ‘50’s

UNITED STATES HISTORY II: LATE 19TH CENTURY TO THE PRESENT
Inquiry Topic : N/A

Vision of the Graduate:
Critical Thinking & Innovation

Standards & Content Knowledge	Essential Questions	Instructional Strategies	Assessment Formative Assessments (FA) Interim Assessments (IA) Summative Assessments (SA)
CCSS Standards: RH.11-12.5 RH.11-12.9 WHST.11-12.3 WHST.11-12.5 Content Knowledge: • GI Bill of Rights • Suburbs • Harry S. Truman • Economic Challenges • Election of 1948 • Dixiecrat • Fair Deal • Women’s roles • Leisure in the 1950s • Medicine • The Automobile Culture • Election of 1952 • “American Dream” • Conglomerate • Franchise	• What was American society like in the 1950’s: trends, habits, new ideas? • What was the role of the principle players? • What was the final outcome of the 1950’s? • How can we debate the moral questions that arose in this time period? • How did legislation help WWII veterans? • What are the domestic and foreign issues that concerned voters during the election of 1952? • How did life in the suburbs provide the model for the American dream? • How did the post war boom affect the areas of suburban growth, politics, popular	• The students will compare and contrast the American society like in the 1950’s with previous decades. • The students debate the moral questions that arose in this time period. • The students will analyze how legislation helped WWII veterans. • The students will discuss the domestic and foreign issues that concerned voters during the election of 1952. • The students will evaluate how life in the suburbs provided the model for the American dream. • The students will be able to list the post war boom effect the areas of suburban growth, politics, popular	• Formative and Summative Assessments • Oral presentations • Document analysis writings • Class discussions and Socratic Seminars • DBQ • Literacy Based Assessments • Cooperative Learning Activities • Historical Fiction/Nonfiction Tasks

• Baby boom • Polio • Dr. Jonas Salk • Consumerism • Planned Obsolescence • Popular Culture • Mass Media • FCC • Beat Movement • African Americans • Racial Gap • Rock 'n' Roll • Television / Radio • Jazz • The Other America • Poverty & Activism • Native Americans • White Flight • Inner cities • Urban renewal • Mexican braceros • Termination policy	culture and unequal opportunities? • How did major cities change in the 1950s?	culture and unequal opportunities. • Students will examine how major cities changed in the 1950s.	
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Resources:

- Library Media Center
- DBQ
- Student text
- Overhead transparencies
- Maps
- Power point demonstrations
- Student journals
- Primary sources
- Complimentary texts
- A History of Us: All the People: "Since 1945"
- Selected authors, poets and music excerpts
- Political cartoons
- Mobile Lab
- Literacy Instructional Strategies

- Graphic Organizers
- Audio and Visual Equipment

Curriculum Map – American History/Civics II
QUARTER 3

Unit 6: *The New Frontier and the Great Society*

UNITED STATES HISTORY II: LATE 19TH CENTURY TO THE PRESENT
Inquiry Topic 7: The Ebb and Flow of the Left and Right

Civics

Inquiry Topic 3: The Constitution of the United States and the Bill of Rights

Inquiry Topic 5: Political Parties, Interest Groups, and Politics

Inquiry Topic 6: Elections and the Politics of Voting

Vision of the Graduate:

Critical Thinking and Innovation

Productivity & Responsibility

Collaboration

<i>Standards and Content Knowledge</i>	<i>Essential Questions</i>	<i>Instructional Strategies</i>	<i>Assessment</i> Formative Assessments (FA) Interim Assessments (IA) Summative Assessments (SA)
Rhode Island Social Studies Standards: SSHS.USII.7.3: Economic shifts of 1960s and 1970s SSHS.CVC.3.4: Civil rights and civil liberties SSHS.CVC.5.2: The role of political parties	• How did America's response to Soviet threats allow them to develop as a military superpower? • What factors led to Kennedy's victory over Nixon in the election of 1960?	• The students will examine the American response to Soviet threat. • The students will list the factors that led to Kennedy's victory over Nixon in the election of 1960.	• Formative Assessments • Summative Assessments • Validated Common Assessment Argumentative Writing • DBQ • Oral presentations • Document analysis writings • Class discussions • Socratic Seminars

SSHS.CVC.5.3: The role of political interest groups SSHS.CVC.5.4: Participation of citizens SSHS.CVC.5.5: Tactics to influence politics SSHS.CVC.6.1: Voting systems and their role in government SSHS.CVC.6.2: Primary and general elections SSHS.CVC.6.3: History of voting rights in the United States SSHS.CVC.6.4: Contemporary controversies surrounding elections and voting SSHS.USII.7.1: Foreign and domestic policies of presidents Kennedy and Johnson CCSS Standards: RH.11-12.3 WHST.11-12.1 WHST.11-12.2 Content Knowledge: • Election Of 1960 • John F. Kennedy • New Military policy • Flexible response • Crisis over Cuba • Fidel Castro • The Bay of Pigs • Cuban Missile Crisis • Crisis over Berlin • Hot line • Limited Test Ban Treaty • New Frontier • Mandate	• What were the most significant results of the Cuban Missile Crisis? • What struggles did Kennedy have passing his New Frontier legislation? • What international aid programs were launched during the Kennedy administration? • How did Kennedy's assassination affect the public? • In what ways did the Great Society programs address the problem of poverty? • How did the courts increase the political power of the people in the urban areas and those accused of crimes?	• The students will analyze the results of the Cuban Missile Crisis. • The students will explore the New Frontier legislation. • The students will focus on the international aid programs that were launched during the Kennedy administration. • The students will investigate how Kennedy's assassination affected the public. • The students will probe how the Great Society programs address the problem of poverty. • The students will explore how the courts increased the political power of the people in the urban areas and those accused of crimes.	
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• Peace Corps • Alliance for Progress • Space Race • Kennedy's Assassination • Warren Commission • Lyndon Baines Johnson • Economic Opportunity Act • Election of 1964 • Great Society Programs • Healthcare: Medicare & Medicaid • Immigration Act of 1965 • Warren Court • Reapportionment • Mapp v. Ohio • Gideon v. Wainwright • Escobedo v. Illinois • Miranda v. Arizona			
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Resources:

- Library Media Center
- DBQ
- Student text
- Overhead transparencies
- Maps
- Power point demonstrations
- Student journals
- Primary sources
- Complimentary texts
- A History of Us: All the People: "Since 1945"
- Selected authors, poets and music excerpts
- Political cartoons
- Mobile Computer Lab
- Literacy Instructional Strategies
- Graphic Organizers
- Audio and Visual Equipment

Curriculum Map – American History/Civics II
QUARTER 3

Unit 7: Civil Rights

UNITED STATES HISTORY II: LATE 19TH CENTURY TO THE PRESENT

Inquiry Topic 6: Civil Rights Movements

Civics

Inquiry Topic 3: The Constitution of the United States and the Bill of Rights

Inquiry Topic 7: Dissent and Protest in Political Systems

Vision of the Graduate:

Collaboration

Productivity & Responsibility

<i>Standards and Content Knowledge</i>	<i>Essential Questions</i>	<i>Instructional Strategies</i>	<i>Assessment</i> Formative Assessments (FA) Interim Assessments (IA) Summative Assessments (SA)
Rhode Island Social Studies Standards: SSHS.USII.6.1: Conditions for Black Americans after World War II SSHS.USII.6.2: People and organizations of the Civil Rights Movement and their contributions SSHS.USII.6.3: The liberation and identity power movements of the 1960s and 1970s SSHS.CVC.3.4: Civil rights and civil liberties SSHS.CVC.7.1: Legal basis of dissent and protest	• Is protest patriotic? • Are all Americans entitled to the same Civil Rights? • What are the risks of demanding rights? • Why might some people fight against Civil Rights? • What different tactics were used by Civil Rights advocates (both violent and nonviolent)? • What court cases were significant to the Civil Rights movement? • Who were important Civil Rights leaders and what did	• Students will debate whether or not all Americans are entitled to the same Civil Rights. • Students will analyze the risks that are associated with the risks of demanding rights. • Students will discuss the different tactics that were used by Civil Rights advocates (both violent and nonviolent). • Students will examine the court cases that were	• Validated Common Assessment: Argumentative Writing • Formative and Summative Assessments • DBQ • Oral presentations • Document analysis writings • Class discussions • Socratic Seminars

SSHS.CVC.7.2: Historical examples of different forms of dissent and protest SSHS.CVC.7.3: Contemporary issues of disagreement with laws and policies CCSS Standards: RH.11-12.3 WHST.11-12.4 WHST.11-12.7 Content Knowledge: • Plessy v. Ferguson • Segregation • NAACP • Thurgood Marshall • Brown v. Board of Education of Topeka • Reaction to the Brown Decision • The Montgomery Bus Boycott • Rosa Parks • Martin Luther King Jr. • Southern Christian Leadership Conference (SCLC) • Student Nonviolent Coordinating Committee (SNCC) • Sit-ins • Freedom riders • James Meredith • Birmingham, Alabama • Civil Rights Act of 1964 • Voting Rights • Freedom Summer • Frannie Lou Hamer	they argue for? • What assumptions and beliefs guided the fierce opposition to the Civil Rights movement in the South? • How were Civil Rights problems in Northern cities similar to those in the South • What were some of the causes of the urban rioting? • Why was the public reaction to the Black Panthers mixed? • What were some accomplishments of the Civil Rights Movement?	significant to the Civil Rights movement. • Students will research important Civil Rights leaders. • Students will analyze the assumptions and beliefs that guided the fierce opposition to the Civil Rights movement in the South. • Students will compare and contrast the Civil Rights problems in Northern cities to those in the South. • Students will examine the causes of the urban rioting. • Students will evaluate why there was mixed public reaction to the Black Panthers. • Students will interpret the accomplishments of the Civil Rights Movement.	
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• Voting Rights Act of 1965 • African Americans seek greater equality • De facto segregation • De jure segregation • Malcolm X • Nation of Islam • Black Power • Stokely Carmichael • Black Panthers • King's Death • Kerner Commission • Civil Rights Act of 1968 • Affirmative Action			
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Resources:

- Audio Visual Equipment
- Library Media Center
- DBQ
- Student text
- Overhead transparencies
- Maps
- Power point demonstrations
- Student journals
- Complimentary texts
- A History of Us: All the People: "Since 1945"
- Selected authors, poets and music excerpts
- Political cartoons
- Mobile Lab
- Literacy Based Activities
- Graphic Organizers
- Primary and Secondary Sources

Curriculum Map - American History/Civics II
QUARTER 4

Unit 8: Vietnam

UNITED STATES HISTORY II: LATE 19TH CENTURY TO THE PRESENT
Inquiry Topic 7: The Ebb and Flow of the Left and Right

Civics

Inquiry Topic 5: Political Parties, Interest Groups, and Politics

Inquiry Topic 6: Elections and the Politics of Voting

Inquiry Topic 7: Dissent and Protest in Political Systems

Inquiry Topic 8: Human Rights and Global Citizenship

Vision of the Graduate:

Adaptability

Communication

<i>Standards and Content Knowledge</i>	<i>Essential Questions</i>	<i>Instructional Strategies</i>	<i>Assessment</i> Formative Assessments (FA) Interim Assessments (IA) Summative Assessments (SA)
Rhode Island Social Studies Standards: SSHS.USII.7.1: Foreign and domestic policies of presidents Kennedy and Johnson SSHS.USII.7.2: American presence in Vietnam and opposition SSHS.CVC.5.2: The role of political parties SSHS.CVC.5.3: The role of political interest groups SSHS.CVC.5.4: Participation of citizens SSHS.CVC.5.5: Tactics to influence politics SSHS.CVC.6.1: Voting systems and their role in government SSHS.CVC.6.2: Primary and general elections SSHS.CVC.6.3: History of voting rights in the United States SSHS.CVC.6.4: Contemporary controversies surrounding elections and voting SSHS.CVC.7.1: Legal basis of dissent and protest SSHS.CVC.7.2: Historical examples of different forms of dissent and protest	• Is protest patriotic? • Do we have an obligation to other peoples and other nations? • Is military strength a prerequisite for peace? • How and why did the United States support France's Vietnam War efforts? • How did the Tonkin Gulf Resolution lead to greater U.S. involvement in the Vietnam War? • What differing opinions did Johnson's advisors have about Vietnam? • Why did the U.S. forces have difficulty fighting the Vietcong? • In what ways did the United States underestimate the Vietcong? • What factors led to the low morale of U.S. troops? • What concerns about American democratic society did the New Left voice? • For what reason did the	• <i>Students will examine how and why the United States supported France's Vietnam War efforts.</i> • <i>Students will research how did the Tonkin Gulf Resolution led to greater U.S. involvement in the Vietnam War.</i> • <i>Students will argue the differing opinions of Johnson's advisors regarding Vietnam.</i> • <i>Students will analyze why the U.S. forces had difficulty fighting the Vietcong.</i> • <i>Students will discuss how the United States underestimated the Vietcong.</i>	• Validated Common Assessment: Argumentative Writing • Formative & Summative Assessments • DBQ • Oral presentations • Document analysis writings • Class discussions • Socratic Seminars

SSHS.CVC.7.3: Contemporary issues of disagreement with laws and policies SSHS.CVC.8.1: Meaning of “human rights” SSHS.CVC.8.2: The role the United States plays in securing human rights SSHS.CVC.8.3: The concept of “global citizenship” CCSS Standards: RH.11-12.5 RH.11-12.7 WHST.11-12.8 Content Knowledge: • American Involvement with French Indochina War • Ho Chi Minh • Vietminh • Domino theory • Dien Bien Phu • Geneva Accords • Ngo Dinh Diem • Vietcong • Ho Chi Minh Trail • Kennedy & Vietnam • Johnson & Vietnam • Tonkin Gulf Resolution • Robert McNamara • Dean Rusk • <i>William Westmoreland</i> • <i>Army of the Republic of Vietnam (ARVN)</i> • <i>Fighting in the Jungle</i> • <i>Napalm</i> • <i>Agent Orange</i>	protestors oppose the Vietnam War? • Should people who believe a war is wrong be forced to fight? • Should people with special skills be exempt from the draft? • How can a draft be made fair? • What were the key issues that divided America? • Why did American support for the war change after the Tet Offensive? • What was the impact of Vietnamization on the United States? • What led to the agreement to end the war in Vietnam? • What are the two viewpoints regarding the legacy of the Vietnam War?	• Students will list the factors that led to the low morale of U.S. troops. • Students will research different protestors and their opposition to the Vietnam War. • Students will debate whether or not people who believe a war is wrong should be forced to fight. • Students will express why American support for the war changed after the Tet Offensive. • Students will evaluate the impact of the Vietnamization on the United States. • Students will assess what led to the agreement to end the war in Vietnam. • Students will compare the two viewpoints regarding the legacy of the Vietnam War.	
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• <i>Search-and-destroy missions</i> • <i>The War at home</i> • <i>Credibility gap</i> • <i>Draft</i> • <i>African American involvement in Vietnam</i> • <i>Women in Vietnam</i> • <i>The New Left</i> • <i>Students for a Democratic Society (SDS)</i> • <i>Free Speech Movement</i> • <i>Protest Movements</i> • <i>Doves vs. Hawks</i> • <i>Tet Offensive</i> • <i>Clark Clifford</i> • <i>Robert Kennedy</i> • <i>Eugene McCarthy</i> • <i>Election of 1968</i> • <i>Hubert Humphrey</i> • <i>George Wallace</i> • <i>Richard Nixon</i> • <i>Henry Kissinger</i> • <i>Vietnamization</i> • <i>Silent majority</i> • <i>My Lai</i> • <i>Kent State University</i> • <i>Pentagon Papers</i> • <i>End of the Vietnam War</i> • <i>Legacy of the War</i> • <i>War Powers Act</i>			
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Resources:

- Audio Visual Equipment
- Library Media Center
- DBQ
- Student text

- Overhead transparencies
- Maps
- Power point demonstrations
- Student journals
- Complimentary texts
- A History of Us: All the People: “Since 1945”
- Selected authors, poets and music excerpts
- Political cartoons
- Mobile Lab
- Literacy Based Activities
- Graphic Organizers
- Primary and Secondary Sources

Curriculum Map - American History/Civics II
QUARTER 4

Unit 9: An Era of Social Change

Civics

Inquiry Topic 3: The Constitution of the United States and the Bill of Rights
Inquiry Topic 7: Dissent and Protest in Political Systems

Vision of the Graduate:

Adaptability

Productivity & Responsibility

<i>Standards and Content Knowledge</i>	<i>Essential Questions</i>	<i>Instructional Strategies</i>	<i>Assessment</i> Formative Assessments (FA) Interim Assessments (IA)
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			Summative Assessments (SA)
Rhode Island State Standards SSHS.CVC.3.4: Civil rights and civil liberties SSHS.CVC.7.1: Legal basis of dissent and protest SSHS.CVC.7.2: Historical examples of different forms of dissent and protest SSHS.CVC.7.3: Contemporary issues of disagreement with laws and policies CCSS Standards: RH.11-12.2 RH.11-12.9 WHST.11-12.7 Content Knowledge: • Latinos & Native Americans Struggle for Equality • United Farm Workers Organizing Committee (UFWOC) • La Raza Unida • American Indian Movement (AIM) • Reynolds v. Sims • Women's Fight for Equality • Betty Friedan • Feminism • National Organization for Women (NOW) • Gloria Steinem • Roe v. Wade • Equal Rights	• Is protest patriotic? • What problems did Latino immigrants and Native Americans face in the 1960s? • Why did Native Americans resist assimilation? • What tactics were used to gain equal rights? • What effects did the Civil Rights and anti-war movements have on many women? • What prompted women to establish NOW? • What sort of gains did the women's movement make by the early 1970s? • What did Rock 'n' Roll symbolize for American youth? • Why were conservatives angry about the counterculture that emerged in the 1960s?	• Students will summarize the problems that Latino immigrants and Native Americans faced in the 1960s. • Students will discuss how and why the Native Americans resisted assimilation. • Students will evaluate the tactics that were used to gain equal rights in the 1960s. • Students will analyze effects that the Civil Rights and anti-war movements had on many women. • Students will determine how the gains that the women's movement made by the early 1970s impacted women. • Students will demonstrate what Rock 'n' Roll symbolizes for American youth. • Students will analyze the impact of the conservatives regarding the counterculture that emerged in the 1960s.	• Formative Assessment • Summative Assessments • DBQ • Oral presentations • Document analysis writings • Class discussion • Socratic Seminars

Amendment • Phyllis Schlafly • Culture & Counterculture • Hippie Culture • Haight-Ashbury • Art • Rock Music: the Beatles, Woodstock • Conservative Response			
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Resources:

- Student text
- Audio and Visual Equipment
- Library Media Center
- DBQ
- Maps
- Power point demonstrations
- Student journals
- Complimentary texts
- A History of Us: All the People: “Since 1945”
- Selected authors, poets and music excerpts
- Political cartoons
- Mobile Lab
- LCD projector
- Literacy Based Activities
- Graphic Organizers
- Primary and Secondary Sources

Unit 10: The Stalelated Seventies & The Conservative Eighties

UNITED STATES HISTORY II: LATE 19TH CENTURY TO THE PRESENT

Inquiry Topic 7: The Ebb and Flow of the Left and Right

Civics

Inquiry Topic 5: Political Parties, Interest Groups, and Politics

Inquiry Topic 6: Elections and the Politics of Voting

Inquiry Topic 8: Human Rights and Global Citizenship

Vision of the Graduate:

Collaboration

<i>Standards and Content Knowledge</i>	<i>Essential Questions</i>	<i>Instructional Strategies</i>	Assessment Formative Assessments (FA) Interim Assessments (IA) Summative Assessments (SA)
Rhode Island Social Studies Standards: SSHS.USII.7.4: Foreign and domestic policies of Presidents Nixon and Carter SSHS.USII.7.5: The New Right and the presidencies of Ronald Reagan and George H.W. Bush SSHS.CVC.5.2: The role of political parties SSHS.CVC.5.3: The role of political interest groups SSHS.CVC.5.4: Participation of citizens SSHS.CVC.5.5: Tactics to influence politics SSHS.CVC.6.1: Voting systems and	- Do we have an obligation to other peoples and other nations? - What are the powers granted to the president? - What systems exist to protect against the abuse of power? - How can a president lose or restore the nations trust? - What was the goal of Nixon's New Federalism? - In what ways did Nixon both strengthen and weaken the Federal Programs? - What factors brought on the country's economic problems in the late 1960s and early 1970s?	- Students will explore the powers and abuse of power of the president in the context of Nixon's presidency and impeachment. - Students will examine the goal of Nixon's New Federalism policy and its strengths and weaknesses. - Students will diagram the country's economic problems in the late 1960s and early 1970s. - Students will research the Watergate Scandal. - Students will evaluate the factors played a role in America's economic stagnation.	- Formative Assessment - Summative Assessments - DBQ - Oral presentations - Document analysis writings - Class discussion - Socratic seminar

their role in government SSHS.CVC.6.2: Primary and general elections SSHS.CVC.6.3: History of voting rights in the United States SSHS.CVC.6.4: Contemporary controversies surrounding elections and voting SSHS.CVC.8.1: Meaning of “human rights” SSHS.CVC.8.2: The role the United States plays in securing human rights SSHS.CVC.8.3: The concept of “global citizenship” Content Knowledge: • Richard M. Nixon • New Federalism • Revenue Sharing • Family Assistance Plan (FAP) • Southern Strategy • Stagflation • OPEC • Realpolitik • Détente • SALT I Treaty • Watergate Scandal • Impeachment • H.R. Haldeman • John Ehrlichman • John Mitchell • Committee to Re-elect the President • John Sirica • Saturday Night Massacre • Gerald R. Ford • Jimmy Carter	• What is meant by “imperial presidency”? • What steps did the White House take to cover up the involvement in the Watergate break in? • Why was Ford’s call for voluntary actions to help the economy unsuccessful? • What factors played a role in America’s economic stagnation? • What led to the collapse of détente with the Soviet Union? • What was the significance of the Camp David Accords? • What were the important court cases of this time period and how did they relate to the 14th amendment? • What were the environmental actions taken during the Nixon administration? • How did the Three Mile Island incident affect the use of nuclear power in America? • What were the main concerns of the Moral Majority? • What factors led to Reagan’s victory in 1980 & 1984? • What are the main ideas of supply-side economics?	• Students will identify the issues that led to the collapse of détente with the Soviet Union and the significance of the Camp David Accords. • Students will investigate the important court cases of this time period and how they relate to the 14th amendment. • Students will compare the environmental actions taken during the Nixon administration. • Students will examine the Elections of 1980, 1984 and 1988. • Students will differentiate between supply side economics and Reaganomics and discuss the effects of both. • Students will evaluate the social issues that emerged during the 1980s. • Students will compare the equal rights struggles of women, Native Americans, & African Americans during the 1980s. • Students will specify what signaled that the Cold War had come to an end. • Students will analyze what led to the conflicts in the Middle East?	
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• National Energy Act • Human Rights • Camp David Accords • Ayatollah Ruhollah Khomeini • Regents of the University of California vs. Bakke • Environmentalism • Rachel Carson • Earth Day • Environmentalist • Environmental Protection Agency (EPA) • Three Mile Island • Entitlement Program • New Right • Affirmative Action • Reverse Discrimination • Conservative Coalition • Moral Majority • Ronald Reagan • Election of 1980 • Reaganomics • Supply – Side Economics • Strategic Defense Initiative • Sandra Day O'Connor • Deregulation • Election of 1984 • Geraldine Ferraro • George Bush • Health Issue: AIDS (Acquired Immune Deficiency Syndrome, Abortion, Drug Use) • Pay equity • L. Douglas Wilder • Jesse Jackson • Mikhail Gorbachev	• What are the effects of Reaganomics? • What factors led to Bush's victory in 1988? • What social issues emerged during the 1980s? • What equal rights struggles did women, Native Americans, & African Americans face in the 1980s? • What signs signaled that the Cold War had come to an end? • What led to the conflicts in the Middle East?		
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• Intermediate- Range Nuclear Forces Treaty • Tiananmen Square • Nicaragua (Contras & Sandinistas) • Grenada • Panama • Iran-Contra Scandal • Persian Gulf War • Operation Desert Storm			
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Resources:

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- DBQ
- Maps
- Student journals
- Complimentary texts
- A History of Us: All the People: “Since 1945”
- Selected authors, poets and music excerpts
- Political cartoons
- Mobile Lab
- Literacy Based Activities
- Graphic Organizers
- Primary and Secondary Sources

Curriculum Map - American History/Civics II
QUARTER 4

Unit 11: The Passage to a New Century

UNITED STATES HISTORY II: LATE 19TH CENTURY TO THE PRESENT
Inquiry Topic 8: Contemporary United States

Civics

Inquiry Topic 3: The Constitution of the United States and the Bill of Rights
Inquiry Topic 5: Political Parties, Interest Groups, and Politics

Inquiry Topic 6: Elections and the Politics of Voting
Inquiry Topic 7: Dissent and Protest in Political Systems
Inquiry Topic 8: Human Rights and Global Citizenship

Vision of the Graduate:
Adaptability

<i>Standards and Content Knowledge</i>	<i>Essential Questions</i>	<i>Instructional Strategies</i>	<i>Assessment</i> Formative Assessments (FA) Interim Assessments (IA) Summative Assessments (SA)
Rhode Island Social Studies Standards: SSHS.USII.8.1: The Clinton and George W. Bush presidencies SSHS.USII.8.2: The terrorist attacks of September 11, 2001 SSHS.USII.8.3: The Obama and Trump presidencies SSHS.USII.8.4: The internet & the connected society SSHS.CVC.3.4: Civil rights and civil liberties SSHS.CVC.5.2: The role of political parties SSHS.CVC.5.3: The role of political interest groups SSHS.CVC.5.4: Participation of citizens SSHS.CVC.5.5: Tactics to influence politics SSHS.CVC.6.1: Voting systems and their role in government SSHS.CVC.6.2: Primary and general elections	• Is protest patriotic? • Do we have an obligation to other peoples and other nations? • Could someone have predicted the divisions in America? • What makes nations increasingly dependent on one another? • How does technology affect society worldwide? • What are the ways to foster cooperation among nations? • What acts of terrorism targeted Americans in the decade preceding 2001? • What were some of the provisions of the Contract of America? • What factors contributed most to Clinton's reelection? • What led to chaos and confusion on the election night of the election of	• Students will analyze makes nations increasingly dependent on one another. • Students will assess how technology affects society worldwide. • Students will debate ways to foster cooperation among nations. • Students will explain the acts of terrorism that targeted Americans in the decade preceding 2001. • Students will analyze the provisions of the Contract of America. • Students will be able to list the factors that contributed most to Clinton's reelection. • Students will interpret the events that led to chaos and confusion on the election night of the election of 2000.	• Formative Assessments • Summative Assessments • DBQ • Oral presentations • Document analysis writings • Class discussions • Socratic seminars

SSHS.CVC.6.3: History of voting rights in the United States SSHS.CVC.6.4: Contemporary controversies surrounding elections and voting SSHS.CVC.7.1: Legal basis of dissent and protest SSHS.CVC.7.2: Historical examples of different forms of dissent and protest SSHS.CVC.7.3: Contemporary issues of disagreement with laws and policies SSHS.CVC.8.1: Meaning of “human rights” SSHS.CVC.8.2: The role the United States plays in securing human rights SSHS.CVC.8.3: The concept of “global citizenship” CCSS Standards: RH.11-12.10 WHST.11-12.10 Content to be learned: • William Jefferson Clinton • Election of 1992 • H. Ross Perot • Hillary Rodham Clinton • Health Care Reform • Columbine High School • World Trade Center • September 11, 2001 • North American Free Trade Agreement (NAFTA) • World Trade Organization (WTO) • Newt Gingrich	2000? • How did the election of 2000 highlight both the weaknesses and strengths of America’s election process? • What major changes occurred to the economy during the Clinton administration? • What are some of the effects of NAFTA and GATT? • What technological advancements occurred and how did this change the way Americans lived & worked? • How are current arguments against immigration similar to those in the past? • How did the United States extend democratic ideals to other nations? • Should new laws restrict or expand immigration? • Will tougher gun control laws reduce the incidence of crime? • How can a country guarantee equal education for all? • How should medical coverage for the uninsured be funded? • Who has the responsibility for helping the poor? • How can social security be reformed so it will have enough money to pay retirees? • Will the American	• Students will compare and contrast how the election of 2000 highlights both the weaknesses and strengths of America’s election process. • Students will analyze the changes that occurred to the economy during the Clinton administration. • Students will discuss the effects of NAFTA and GATT. • Students will research the technological advancements that occurred and connect how these changes affected the way Americans lived & worked. • Students will compare and contrast the current arguments against immigration with those in the past. • Students will interpret how the United States extended democratic ideals to other nations. • Should new laws restrict or expand immigration? • Students will debate if tougher gun control laws will reduce the incidence of crime. • Students will predict how a country can guarantee equal education for all. • Students will decide how medical coverage for the	
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• Contract with America • Election of 1996 • Clinton's Impeachment • Kenneth Starr • Al Gore • George W. Bush • Election of 2000 • Service Sector • Bill Gates • NASDAQ • Dotcoms & the world wide web • General Agreement on Tariffs and Trade (GATT) • Technology & Modern Life • Internet • Telecommute • Information superhighway • Genetic engineering • Space exploration • Gentrification • Proposition 187 • Promoting Democracy • Immigration Debate • Crime & Public Safety • Issues in Education • Poverty • Social Security • Women in the Workforce • Conservation • The War on Terrorism • Iraq	workplace grant men and women equal opportunities? • What is the impact on American life post September 11th?	uninsured should be funded. • Students will create a plan for who has the responsibility for helping the poor. • Students will recommend how social security can be reformed so it will have enough money to pay retirees. • Students will evaluate how the American workplace grants men and women equal opportunities. • Students will explore the impact of American life post September 11th.	
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Resources:

- Audio and Visual Equipment
- Library Media Center
- DBQ

- Student text
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- Complimentary texts
- A History of Us: All the People: “Since 1945”
- Selected authors, poets and music excerpts
- Political cartoons
- Mobile Lab
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