

**Unit/Organizing Principle:**  
**Great Depression and New Deal**

**Time Frame:**  
**January-February**

**Essential Topics:**

- Culture, politics and economics of the 1930s
- Stock Market, Black Tuesday, Direct Relief, New Deal
- Herbert Hoover, Franklin D. Roosevelt

**Performance Standard:**

**Content/Process:**

**Activities/Assessments:**

H2.9: Describe the causes and consequences of the Great Depression.

H2.10: Analyze the policies and the programs of the New Deal and their effects on political, economic, and diplomatic institutions.

G8.1: Analyze how changes in the physical environment can increase or diminish its capacity to support human activity.

G8.2: Describe the ways in which technology has affected the human capacity to modify the physical environment and evaluate possible regional and global impact.

G8.4: Analyze human perception and reaction to natural hazards including use, distribution, and importance of resources.

- Diagram how the stock market crash affected the US and world economies
- Identify causes of the Great Depression
- Discuss the implications of the Dust Bowl on US society
- Compare and contrast Presidents Herbert Hoover and Franklin Roosevelt's response to the Great Depression
- Evaluate the significance of the election of 1932
- Describe the culture of the Great Depression
- Describe how people struggled to survive during the Depression
- Describe the policies of the New Deal
- Contrast the beliefs of the supporters and critics of the New Deal and President Franklin D. Roosevelt
- Evaluate the impacts of the New Deal and the Great Depression on American society

- Read texts by using a variety of reading strategies
- Use a variety of note-taking strategies to process information
- Formulate appropriate research questions
- Collaborate with peers to process information and create a finished product (i.e. posters, web sites, PowerPoints, Photostories)
- Use primary and secondary stories to analyze and interpret historical events
- Quizzes and tests
- Generate written responses to historical questions
- Compare multiple perspectives of historical events using a variety of sources
- Create and interpret maps
- Use a variety of vocabulary strategies (word splashes, categorizing, word walls, etc) to enhance vocabulary learning

**Unit/Organizing Principle:  
World War II**

**Time Frame:  
February-March**

**Essential Topics:**

- Culture, politics and economics during World War II
- Fascism, Isolationism, Axis Powers, Allied Powers,
- Manhattan Project, American Home front, Executive Order 9066, Island Hopping, Kamikaze,
- Pearl Harbor, D-Day, VE Day, VJ Day
- Franklin D. Roosevelt, Harry S. Truman

**Performance Standard:**

H2.11: Describe the cultural, economic, political, and technological impact of World War II on US society.

H4.1: Describe and interpret the causes and effects of World War II on the relationship between the US and Europe.

G8.2: Describe the ways in which technology has affected the human capacity to modify the physical environment and evaluate possible regional and global impact.

**Content/Process:**

- Identify the main causes of WWII
- Summarize the events that brought the US into armed conflict Germany
- Describe the American response to the Japanese attack on Pearl Harbor
- Explore how the American home front responded to the war
- Compare and contrast the wars in Europe and Pacific in terms of military strategies and technology
- Identify events in the European and Pacific Wars
- Assess why the US used atomic bombs on Japan
- Discuss the impacts of the atomic bomb on Japan, US, and the world
- Discuss how World War II changed America and its relationship with Europe

**Activities/Assessments:**

- Read texts by using a variety of reading strategies
- Use a variety of note-taking strategies to process information
- Formulate appropriate research questions
- Collaborate with peers to process information and create a finished product (i.e. posters, web sites, PowerPoints, Photostories)
- Use primary and secondary stories to analyze and interpret historical events
- Quizzes and tests
- Generate written responses to historical questions
- Compare multiple perspectives of historical events using a variety of sources
- Create and interpret maps
- Use a variety of vocabulary strategies (word splashes, categorizing, word walls, etc) to enhance vocabulary learning

**Unit/Organizing Principle:  
Cold War, 1945-1975**

**Time Frame:  
March - April**

**Essential Topics:**

- Communism, containment, Domino Theory, Vietcong
- Blacklist, McCarthyism, suburbanization, baby boom, consumerism, conformity, GI Bill, Rock 'n' Roll,
- Harry S. Truman, Joseph Stalin, Nikita Khrushchev, John F. Kennedy, Fidel Castro, Ho Chi Minh, Richard Nixon

<b>Performance Standard:</b>	<b>Content/Process:</b>	<b>Activities/Assessments:</b>
<p>H2.12: Describe the causes and effects of changing demographics and developing suburbanization in the United States.</p> <p>H2.13: Explain the effects of the Cold War policies on US involvement in Korea and Vietnam.</p> <p>H2.15: Explain the economic, political, and technological impact of the following conflicts on the United States, i.e. Korea, Vietnam.</p> <p>H3.10: Analyze how post World War II science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics.</p> <p>H3.11: Compare and contrast the social impact of the Cold War and the War on Terror on the United States.</p> <p>H4.2: Discuss the key people, ideas, and events of the Cold War era and analyze their impact on economic and political policy in the US.</p> <p>H4.3: Analyze how international policies contributed to the end of the Cold War.</p>	<ul style="list-style-type: none"><li>• Explain the reasons behind the beginning of the Cold War</li><li>• Compare and contrast different economic and political systems</li><li>• Describe US policies that supported the Cold War</li><li>• Summarize events of the Cold War era and their impacts, i.e. Germany, Cuba, Soviet Union</li><li>• Explain why the US got involved in the Korean and Vietnam conflicts</li><li>• Illustrate the geography of the Korean and Vietnam conflicts</li><li>• Examine how US Presidents (Truman-Ford) responded to Cold War events</li><li>• Describe how the Cold War era changed American society and its global relationships</li><li>• Examine how the Cold War affected the American home front, i.e. HUAC, Rosenbergs, and McCarthyism, and the Civil Defense</li><li>• Identify the technology used during the Cold War</li><li>• Examine the consequences of suburbanization</li><li>• Identify economic and social problems Americas faced after World War II</li><li>• Describe the culture of the 1950s</li></ul>	<ul style="list-style-type: none"><li>• Read texts by using a variety of reading strategies</li><li>• Use a variety of note-taking strategies to process information</li><li>• Formulate appropriate research questions</li><li>• Collaborate with peers to process information and create a finished product (i.e. posters, web sites, PowerPoints, Photostories)</li><li>• Use primary and secondary stories to analyze and interpret historical events</li><li>• Quizzes and tests</li><li>• Generate written responses to historical questions</li><li>• Compare multiple perspectives of historical events using a variety of sources</li><li>• Create and interpret maps</li><li>• Use a variety of vocabulary strategies (word splashes, categorizing, word walls, etc) to enhance vocabulary learning</li></ul>

**Unit/Organizing Principle:**  
**1960s-1970s, Civil Rights**

**Time Frame:**  
**April**

**Essential Topics:**

- Election of 1960, New Frontier, Assassination of John F. Kennedy, Great Society
- Civil Rights Movement , Jim Crow, March on Washington, Affirmative Action, NOW, ERA,
- Iran Hostage Crisis, Environment Movement, OPEC,
- Rosa Parks, Richard Nixon, Jimmy Carter,

<b>Performance Standard:</b>	<b>Content/Process:</b>	<b>Activities/Assessments:</b>
<p>H1.6: Explain how 20<sup>th</sup> Century social movements led to the emergence of a pluralistic society.</p> <p>H2.14: Examine the changes in the political culture of the United States during the 1960s and 1970s, i.e., assassination of JFK, Watergate, Iran Hostage Crisis.</p> <p>H3.8: Explain how the social and economic opportunities of the post World War II era contributed to social responsibility and change.</p> <p>H3.9: Identify and describe the major issues, events, and people of minority rights movements, i.e., Civil Rights Act of 1964, Black Power movement, United Farm Workers, American Indian Movement, Viva La Raza, and the women's rights movement.</p>	<ul style="list-style-type: none"><li>• Compare and contrast the cultural differences between the 1960s and 1970s</li><li>• Compare and Contrast the goals of the New Frontier and the Great Society</li><li>• Identify the goals of the Civil Rights movement</li><li>• Compare and contrast the strategies and events used by minority groups to gain civil rights</li><li>• Examine the US Government's response to the Civil Rights Movement, i.e., new legislation, national guard troops,</li><li>• Analyze the significance of the Supreme Court case of <i>Brown vs. Board of Education</i></li><li>• Identify the leaders of the minority groups seeking Civil Rights, i.e., Martin Luther King, Jr., Malcolm X, Cesar Chavez, Russell Means, Betty Friedan, Gloria Steinem</li><li>• Identify major events of the 1960s and 1970s that relate to the Civil Rights Movements</li><li>• Identify major events of the 1960s and 1970s that effected social change</li><li>• Summarize events of the 1960s and 1970s that changed US domestic and foreign policy</li><li>• Evaluate the effects of Watergate on government and American society</li><li>• Explain how the Iran hostage Crisis impacted US-Arab relations</li><li>• Identify economic and social problems Americas faced after World War II</li></ul>	<ul style="list-style-type: none"><li>• Read texts by using a variety of reading strategies</li><li>• Use a variety of note-taking strategies to process information</li><li>• Formulate appropriate research questions</li><li>• Collaborate with peers to process information and create a finished product (i.e. posters, web sites, PowerPoints, Photostories)</li><li>• Use primary and secondary stories to analyze and interpret historical events</li><li>• Quizzes and tests</li><li>• Generate written responses to historical questions</li><li>• Compare multiple perspectives of historical events using a variety of sources</li><li>• Create and interpret maps</li><li>• Use a variety of vocabulary strategies (word splashes, categorizing, word walls, etc) to enhance vocabulary learning</li></ul>

**Unit/Organizing Principle:**  
**1960s-1970s, Civil Rights**

**Time Frame:**  
**April**

**Essential Topics:**

- Election of 1960, New Frontier, Assassination of John F. Kennedy, Great Society
- Civil Rights Movement , Jim Crow, March on Washington, Affirmative Action, NOW, ERA,
- Iran Hostage Crisis, Environment Movement, OPEC,
- Rosa Parks, Richard Nixon, Jimmy Carter,

<b>Performance Standard:</b>	<b>Content/Process:</b>	<b>Activities/Assessments:</b>
<p>H1.6: Explain how 20<sup>th</sup> Century social movements led to the emergence of a pluralistic society.</p> <p>H2.14: Examine the changes in the political culture of the United States during the 1960s and 1970s, i.e., assassination of JFK, Watergate, Iran Hostage Crisis.</p> <p>H3.8: Explain how the social and economic opportunities of the post World War II era contributed to social responsibility and change.</p> <p>H3.9: Identify and describe the major issues, events, and people of minority rights movements, i.e., Civil Rights Act of 1964, Black Power movement, United Farm Workers, American Indian Movement, Viva La Raza, and the women’s rights movement.</p>	<ul style="list-style-type: none"><li>• Compare and contrast the cultural differences between the 1960s and 1970s</li><li>• Compare and Contrast the goals of the New Frontier and the Great Society</li><li>• Identify the goals of the Civil Rights movement</li><li>• Compare and contrast the strategies and events used by minority groups to gain civil rights</li><li>• Examine the US Government’s response to the Civil Rights Movement, i.e., new legislation, national guard troops,</li><li>• Analyze the significance of the Supreme Court case of <i>Brown vs. Board of Education</i></li><li>• Identify the leaders of the minority groups seeking Civil Rights, i.e., Martin Luther King, Jr., Malcolm X, Cesar Chavez, Russell Means, Betty Friedan, Gloria Steinem</li><li>• Identify major events of the 1960s and 1970s that relate to the Civil Rights Movements</li><li>• Identify major events of the 1960s and 1970s that effected social change</li><li>• Summarize events of the 1960s and 1970s that changed US domestic and foreign policy</li><li>• Evaluate the effects of Watergate on government and American society</li><li>• Explain how the Iran hostage Crisis impacted US-Arab relations</li><li>• Identify economic and social problems Americas faced after World War II</li></ul>	<ul style="list-style-type: none"><li>• Read texts by using a variety of reading strategies</li><li>• Use a variety of note-taking strategies to process information</li><li>• Formulate appropriate research questions</li><li>• Collaborate with peers to process information and create a finished product (i.e. posters, web sites, PowerPoints, Photostories)</li><li>• Use primary and secondary stories to analyze and interpret historical events</li><li>• Quizzes and tests</li><li>• Generate written responses to historical questions</li><li>• Compare multiple perspectives of historical events using a variety of sources</li><li>• Create and interpret maps</li><li>• Use a variety of vocabulary strategies (word splashes, categorizing, word walls, etc) to enhance vocabulary learning</li></ul>