

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut



Modern America  
1945 to 1990

June 2015

Approved by BOE April 2016

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## New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

# Modern America

Modern America: 1945 to 1990 (including current events) is a one-semester course offered to seniors as an elective or to meet the state of Connecticut graduation requirement for Civics. As a social studies elective and as a course to meet the Civics requirement, it is offered on both the academic and honors levels. To earn honors credit and meet the Civics requirement, ten hours of community volunteer service must be performed and a paper written about the experience. This is the same requirement for honors credit that is found in the Civics course. In addition, students taking this course for honors credit will use a college level text-book for some readings and will have some differentiated assignments and assessments.

Modern America was first approved by the Board of Education in 1992, was offered as a "pilot" course in the 1992/1993 school year and was then added to the regular curriculum in the 1993/1994 school year. The curriculum was updated and approved in March of 2005.

This course was designed to be fully compatible with the district's Common Core goals for the education of New Milford students and to help promote the mission of New Milford High School. This course builds on the student's previous US History course that ends with World War II. We believe that the post war time period of the Cold War is vitally important for students to know so that they can better understand the world they live in today. Throughout the semester, landmark Supreme Court cases will be examined by students so that they will gain an inside view of civic action and governmental operations. In addition, a look at current events throughout the semester will help students make the connections between past and present. We trust that the students who have completed this course will leave New Milford High School with a greater appreciation of the community and nation they live in and with a clearer, more thoughtful sense of their individual role as citizens in a democracy.

This course is offered to provide an in-depth examination of the historical events, forces, concepts, culture and movements that shaped the world we live in today and will continue to influence the world our students encounter as adults.

## Pacing Guide

Unit	Title	Weeks	Pages
1	Postwar US & Origins of Cold War	2-3	6-8
2	Golden Age of America, 1950s	4	9-12
3	The Turbulent '60s	4	13-16
4	The Misunderstood '70s	2	17-19
5	Resurgence of Conservatism 1980s	2	20-22
6	Post Cold War World	2	22-25

## Key for Common Core State Standards

RH = Reading Standards for Literacy in History/Social Studies 11-12

WH = Writing Standards 11-12

# New Milford Public Schools

## Modern America Curriculum

Committee Member(s): Terri Sokaitis & Megan Dey Unit 1 Title: <i>Postwar America and Origins of the Cold War</i>	Course/Subject: Modern America Grade Level: 12 # of Weeks: 2-3
<b>Identify Desired Results</b>	
<p style="text-align: center;">Common Core Standards</p> <ul style="list-style-type: none"> <li>.. RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</li> <li>.. RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</li> <li>.. RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text</li> <li>.. RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</li> <li>.. RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</li> <li>.. RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</li> <li>.. WHST.11-12.10 Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> </ul>	
Enduring Understandings Generalizations of desired understanding via essential questions	Essential Questions Inquiry used to explore generalizations
<p style="text-align: center;">(Students will understand that ...)</p> <ul style="list-style-type: none"> <li>.. Why 1945 was a critical year</li> <li>.. the difference between communism &amp; capitalism</li> <li>.. Communist aggression</li> <li>.. Importance of the Berlin Airlift</li> <li>.. Truman &amp; Containment Doctrine</li> <li>.. Impact of the Marshall Plan</li> <li>.. NATO &amp; collective security</li> <li>.. Cold War at home (HUAC)</li> </ul>	<ul style="list-style-type: none"> <li>.. Why are post war strategies so important for the future?</li> <li>.. Why is communism seemingly incompatible with capitalism?</li> <li>.. What should the US do when it sees foreign aggression?</li> <li>.. Why was the US uniquely qualified to be the industrial leader of the world after WWII?</li> </ul>

<ul style="list-style-type: none"> <li>.. Congress reins in Truman to counter the expansion of presidential power by FDR</li> <li>.. The importance of the GI Bill for a growing middle-class and education</li> </ul>	<ul style="list-style-type: none"> <li>.. Why do Americans fear communism at home?</li> <li>.. What is the proper role for the president</li> <li>.. Have the institutions of NATO and the UN been successful in controlling recent events between Russia and the Ukraine?</li> </ul>
<p>Expected Performances What students should know and be able to do</p>	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>411 How the United States became a world power at the close of WWII, why this was a new position for the US, and the continuing impact</li> <li>.. Why the world divides into the western democracies and the eastern communist nations</li> <li>.. How the Cold War grows out of the conflicting goals of the East and the West</li> <li>.. Why America breaks its tradition of the past and joins the international organizations of NATO and the UN</li> <li>.. Why Congress pulls back on the power of the presidency by passing the 22nd Amendment to the Constitution</li> <li>● Understand that the GI Bill calmed worries about a return of the Great Depression, grew the middle-class, and increased educational opportunities for veterans</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>.. Compare the differences between communism and capitalism</li> <li>.. List the events leading to the Cold War and explain the Domino Theory</li> <li>.. Demonstrate the impact of America's new position as a world leader</li> <li>.. Show how the Marshall plan saved Europe from communism</li> <li>● Explain why joining the UN and NATO was a departure from the past</li> <li>● Compare the differences between post WWI versus post WWII</li> <li>.. Demonstrate the positive impact of the GI Bill</li> <li>.. Explain why the 22nd Amendment was passed</li> </ul>	
<ul style="list-style-type: none"> <li>.. Citizenship</li> <li>.. Responsibility</li> </ul>	
<p>Technoloav Competencies</p>	
<ul style="list-style-type: none"> <li>.. Students will use computers to conduct research on various topics</li> <li>e Students will use PowerPoint, Prezi, or other presentation programs to create presentations for the class</li> <li>e Students will collaborate in teams to create presentations</li> </ul>	
<p><b>Develop Teaching and Learning Plan</b></p>	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>● Teacher makes a slide presentation</li> </ul>	<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Students create a poster that</li> </ul>



<p>about topics being discussed</p> <ul style="list-style-type: none"> <li>» Teacher will assign textbook readings on all subject matter</li> <li>.. Teacher will show video clips on the GI Bill</li> <li>., Teacher will create groups for collaboration</li> <li>.. Teacher will implement activity based lesson plans</li> </ul>	<p>demonstrates an understanding of the differences between communism and capitalism</p> <ul style="list-style-type: none"> <li>" Students will create a timeline of events leading up to the Cold War using an online program such as Prezi or PowerPoint</li> <li>.. Students will take notes on film footage about the GI Bill as well as read supplemental material. They will create a newspaper article, letter to the editor, or similar to demonstrate their understanding .</li> <li>., Students will create a mock House on Un-American Activities Committee to demonstrate the growing fear of communism</li> <li>., Students will follow current events throughout the semester looking for connections between today and what we learn about different time periods</li> </ul>
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<b>Assessments</b>	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: To present a current political issue</p> <p>Role: An expert such as a reporter</p> <p>Audience: Classmates</p> <p>Situation: Round table discussion</p> <p>Product or Performance: Research Paper and be able to lead a discussion on the topic</p> <p>Standards for Success: Common Core Writing Rubric</p>	<ul style="list-style-type: none"> <li>.. Contribution to class discussion</li> <li>.. PPT on events leading up to Cold War</li> <li>.. Essential questions journal</li> <li>.. Reading questions for homework and classwork</li> <li>.. Poster of communism v capitalism</li> <li>.. Summative Assessment</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>" Cayton, Andrew, et al. <i>America: Pathways to the Present</i>. 200. Print.</li> <li>.. Rosenberg, Norman L., Rosenberg, Emily S. <i>In Our Times: America Since World War</i> 7th ed. 2003. Print.</li> </ul>	

Committee Member(s): Terri Sokaitis & Megan Dey Unit 2 Title: <i>Golden Age of the 1950s</i>	Course/Subject: Modern America Grade level: 12 # of Weeks: 4 weeks
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### Identify Desired Results

Common Core Standards
<p>RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>WHST.11-12.1A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p>

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>● the Korean War was a proxy war of the greater Cold War</li> <li>● Other Flash Points of the Cold War popped up around the world (including Vietnam)</li> <li>" President Eisenhower promoted moderation at home and abroad</li> <li>.. Impact of the Baby Boomers on the creation of Suburban America</li> <li>" The growth of the television industry had a dramatic effect on popular culture and growing conformity.</li> <li>.. The importance of the growing middle-class</li> <li>.. The growth of rock n' roll exemplified the growing consumer power of young people in America</li> <li>" The Modern Civil Rights Movement</li> </ul>	<ul style="list-style-type: none"> <li>.. How does the Cold War impact America both at home and abroad?</li> <li>" Who are the Baby Boomers and what was their impact on America?</li> <li>" Why does popular culture and music become focused on teens? How does the growth of the television industry impact American culture?</li> <li>.. Were the 1950s a time of conformity for everyone?</li> <li>.. What leads to the urgency of the Civil Rights Movement in the 1950s?</li> <li>.. How would you compare the state of civil rights for African Americans today to that of the 1950s?</li> <li>.. When is it appropriate for the American government to closely</li> </ul>

<ul style="list-style-type: none"> <li>● Cold War rivalry, Sputnik and the space race</li> <li>.. McCarthyism and the impact of the "Red Scare" on American Life</li> </ul>	<p style="text-align: right;">monitor its own citizens?</p> <ul style="list-style-type: none"> <li>.. Can rivalries between countries between countries be good?</li> </ul>
<p>Expected Performances What students should know and be able to do</p>	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>GI that the Cold War provides the backdrop for all of America's foreign policy decisions and impacts many domestic ones as well</li> <li>.. that the Cold War involved many countries around the world</li> <li>.. that Eisenhower did not try to roll back FDR's New Deal, but did try to limit spending.</li> <li>.. that Eisenhower ended the Korean War as quickly as possible.</li> <li>.. the 1950s as a time of conformity for most Americans and increased consumerism as the economy pushed forward</li> <li>.. the Baby Boomers changed America in significant ways and continue to do so to this day.</li> <li>.. the growth of television corresponded with the growth in consumerism to help define the age</li> <li>.. rock n' roll was a strictly youth oriented music and started to challenge the conformity of the 1950s</li> <li>.. the Modern Civil Rights Movement was kicked off by <i>Brown v Board of Education</i> leading to dramatic changes in the America</li> <li>.. about the government overreach led by Senator McCarthy as America searches for the right balance between security and individual liberties</li> <li>.. American education and technology was spurred on by the race for space between the Soviets and the US</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>.. explain the ongoing impact of the Cold War on American foreign policy and point to specific events around the world that demonstrate the ongoing "conflict."</li> <li>.. demonstrate the power of the changing popular culture that is focused on the young people of America</li> </ul>	
<p>Character Attributes</p>	
<ul style="list-style-type: none"> <li>.. Citizenship</li> <li>● Responsibility</li> </ul>	
<p>Technoloav Competencies</p>	
<ul style="list-style-type: none"> <li>.. Computer usage</li> <li>.. Critical analysis of internet sources</li> </ul>	
<p><b>Develop Teaching and Learning Plan</b></p>	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>.. Teacher makes a slide presentation,</li> </ul>	<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>.. Create a PowerPoint about one of</li> </ul>

<p>about topics being discussed</p> <ul style="list-style-type: none"> <li>" Teacher will assign textbook readings on all subject matter</li> <li>" Teacher will show two films, one about the Civil Rights Movement and one about McCarthyism</li> <li>.. Teacher will create groups for collaboration</li> <li>" Teacher will implement activity based lesson plans</li> <li>.. Teacher will show Khan Academy film to teach the basics of the Korean War</li> </ul>	<p>the "Flash Points" of the Cold War to present to classmates</p> <ul style="list-style-type: none"> <li>.. Write a film review of the Red Scare movie, critiquing its historical accuracy</li> <li>e Create a poster that demonstrates the impact of popular culture in the 1950s</li> <li>.. Watch a movie clip of "I Love Lucy" and one from "Modern Family" then write a short essay comparing the cultural changes they notice</li> <li>.. Film clip of American Bandstand. Students will compare and contrast today's teens to what they see in the film clip.</li> <li>e Watch <i>Eyes on the Prize</i> or <i>Selma</i> and respond to the film using prompts from the teacher.</li> <li>.. Students will write an argumentative essay comparing the Civil Rights Movement of the 1950s to that of today.</li> </ul>
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Assessments	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<ul style="list-style-type: none"> <li>■ ■ Goal: To demonstrate one of the "flash points" during the Cold War of the 1950s</li> <li>.. Role: News Reporter</li> <li>ii Audience: American People</li> <li>■ ■ Situation: Hostilities look eminent and the American people need to understand what is going on. It is up to the journalist to investigate and clearly explain the situation.</li> <li>''' Product or Performance: PPT or video of presenting the news.</li> <li>.. Standards for Success: Depth of</li> </ul>	<ul style="list-style-type: none"> <li>⊙ Contribution to classroom discussion</li> <li>■ ■ Level of engagement during film clips and movies</li> <li>■ ■ Accuracy of answering homework questions and classroom questions</li> <li>&lt;ll Quality of popular culture poster created during class time</li> <li>&lt;ll Quality of written essays</li> <li>e Summative Assessment</li> </ul>

knowledge and accuracy

### Suggested Resources

- *A Time for Justice*, 2011, DVD
- Cayton, Andrew, et al. *America: Pathways to the Present*. 200. Print.
- *Eyes on the Prize*, 1997, DVD.
- *Guilty by Suspicion*, directed by Irwin Winkler (1991), DVD.
- *I Love Lucy* film clips available on YouTube
- *Khan Academy*, (2015), khanacademy.org, online
- *Modern Family*, (2009 to present), DVD.
- *Prom Night in Mississippi*, directed by Paul Saltzman, (2008), DVD.
- Rosenberg, Norman L., Rosenberg, Emily S. *In Our Times: America Since World War II*. 7th ed. 2003. Print.
- *Selma*, directed by Ava DuVernay (2015), DVD.
- Other selected readings from newspapers, magazines, journals, and online sources as they are discovered.

Committee Member(s): Terri Sokaitis & Megan Dey Unit 3 Title: <i>The Turbulent 1960s</i>	Course/Subject: Modern America Grade Level: 12 # of Weeks: 4 weeks
<b>Identify Desired Results</b>	
Common Core Standards	
<ul style="list-style-type: none"> <li>" RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</li> <li>" RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</li> <li>" RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</li> <li>.. RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</li> <li>" WHST.11-12.10 Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• WHST.11-12.28 Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> </ul>	
Enduring Understandings Generalizations of desired understanding via essential questions (students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>e JFK's modern presidential campaign took advantage of new technology</li> <li>" JFK's "New Frontier" built on the New Deal but fell short on Civil Rights</li> <li>" America was on the brink of disaster during the Cuban Missile Crisis</li> <li>" LBJ's "Great Society", Civil Rights Act, and Voting Rights Act finished the work of the New Deal</li> <li>" US involvement in Vietnam will escalate under LBJ</li> <li>• Vietnam had a huge impact on American aspirations, institutions, popular culture, and media</li> <li>• Presidential power and the role of</li> </ul>	<ul style="list-style-type: none"> <li>• How much should government do for its citizens?</li> <li>.. Can the federal government force states to their will?</li> <li>e What are the limits of American power abroad?</li> <li>.. Is an "Activist" Supreme Court legitimate?</li> <li>e In what ways does new technology enhance political discourse or hurt it?</li> <li>• Is it the job of the US to be the policeman of the world?</li> <li>• Why did it take so long for African Americans to truly achieve civil rights?</li> </ul>

<p>congress during wartime often change</p> <ul style="list-style-type: none"> <li>.. The Civil Rights Movement had successes and setbacks with the emergence of the Black Panthers</li> <li>.. The Civil Rights Movement sparked a greater "Rights Revolution" leading to important changes in American culture</li> <li>.. President Nixon represented a "Silent Majority" in America</li> <li>.. President Nixon embarked on the oath of "detente'."</li> </ul>	
<p>Expected Performances What students should know and be able to do</p>	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>.. That through landmark Supreme Court decisions, individual rights were expanded</li> <li>.. The impact of new technology on society in general and specifically on the political scene</li> <li>.. The ways in which the power of the presidency can be expanded and contracted</li> <li>.. The success and failures of the Civil Rights Movement for African Americans</li> <li>.. The Civil Rights Movement led the way for a myriad of minority movements that have changed America in significant ways</li> <li>.. That Vietnam was a proxy war of the greater Cold War, the genesis of the war, how the war finally ended, and the impact on American society years later.</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>.. Identify landmark Supreme Court cases and their significance</li> <li>.. Demonstrate an understanding of the Vietnam War including its beginning, the escalation, the impact on domestic policy, and American withdrawal from Vietnam.</li> <li>.. Develop an argument that gives a reason for the turbulence of the 1960s.</li> <li>.. Compare culture of the 1960s to other time periods</li> <li>.. Evaluate the growing role of government in the everyday lives of Americans by looking at the policies of the Great Society</li> <li>.. Using specific evidence, make the case for or against the idea of America as the indispensable policeman of the world</li> </ul>	
<ul style="list-style-type: none"> <li>.. Citizenship</li> <li>.. Responsibility</li> </ul>	
<p>Technology Competencies</p> <ul style="list-style-type: none"> <li>.. Computer Usage</li> <li>● Critical analysis of internet sources</li> </ul>	

## Develop Teaching and Learning Plan

### Teaching Strategies:

- .. Teacher makes slide presentations about topics being discussed
- .. Teacher assigns textbook readings on all subject matter
- .. Teacher shows one of the films listed in Suggested Resource
- .. Teacher will create groups for collaboration, simulations, & debates
- .. Teacher will implement activity based lesson plans

### Learning Activities:

- .. In pairs, students will study a Supreme Court Case and make a presentation to teach to the rest of the class.
- .. In groups of four, students will research the various "Rights Movements" of the 1960s and prepare a presentation for class.
- e Students will write an essay comparing the actions of Daniel Ellsberg and Edward Snowden
- .. Students will follow current events throughout the semester: a focus for this unit will be nuclear proliferation then and now including Iran, North Korea, and an examination of other countries that have nuclear weapons.

## Assessments

Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p> <p>Goal: To advise LBJ on Vietnam policy</p> <p>Role: Member of a Congressional committee</p> <p>Audience: LBJ</p> <p>Situation: Should US escalate involvement in Vietnam</p> <p>Product or Performance: Represent a certain point of view after reading provided background material</p> <p>Standards for Success: Student Accurately represents the researched point of view in a simulation</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p> <ul style="list-style-type: none"> <li>e Contribution to classroom discussion</li> <li>.. Level of engagement during film clips and movies</li> <li>e Accuracy of answering homework questions and classroom questions</li> <li>.. Quality of presentations</li> <li>.. Quality of written essays</li> <li>.. Summative Assessment</li> </ul>

## Suggested Resources



- *All in the Family* film clips from YouTube
- Cayton, Andrew, et al. *America: Pathways to the Present*. 200. Print.
- *Dear America: Letters Home from Vietnam*, directed by Bill Couturie, (1987), DVD
- *Most Dangerous Man in America: Daniel Ellsberg and the Pentagon Papers*, directed by Ehrlich, Judith & Goldsmith, Rick, (2009), DVD.
- *Primary 1960*, directed by Robert Drew, (1960), DVD
- Rosenberg, Norman L., Rosenberg, Emily S. *In Our Times: America Since World War II*. 7th ed. 2003. Print.
- Other selected readings from newspapers, magazines, journals, and online sources as they are discovered.

Committee Member(s): Terri Sokaitis & Megan Dey Unit 4 Title: <i>The Misunderstood '70s</i>	Course/Subject: Modern America Grade Level: 12 # of Weeks: 2
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### Identify Desired Results

#### Common Core Standards

- " RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- " RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- " RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- .. WHST.11-12.10 Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- .. WHST.11-12.1A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

Enduring Understandings Generalizations of desired understanding via essential questions <Students will understand that ...>	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>" Nixon embarks on a policy of 'detente' by going to China &amp; Russia</li> <li>" Nixon is forced to resign as a result of the Watergate Scandal</li> <li>e Ford finishes Nixon's term and pardons Nixon</li> <li>e War Powers Act is passed reining in the power of a president to make war</li> <li>e Carter wins as the outsider from Georgia</li> <li>e Carter succeeds in the Middle-East with the Camp David Accords</li> <li>" Treaty of the return of the Panama Canal to Panama is signed by Carter</li> <li>e OPEC causes an oil shortage and disrupts the American economy</li> <li>e Stagflation is the new term for an economy with high unemployment</li> </ul>	<ul style="list-style-type: none"> <li>• How can the US be a global leader beyond the Cold War?</li> <li>• How did Nixon and the Watergate scandal impact the faith Americans have in their government?</li> <li>• Is it necessary for America to be energy independent to gain control over its own economy?</li> <li>• How does America adjust to a growing global economy?</li> <li>• Does weakness at home make the US weak abroad?</li> <li>• Feminism enjoys some successes, but is there more to do? How has feminism changed the dynamics of the family?</li> </ul>

<ul style="list-style-type: none"> <li>and high inflation</li> <li>.. American hostages are taken in Iran</li> <li>.. Carter and "Crisis in Confidence" <i>Roe v Wade</i> &amp; Title IX are passed symbolizing the success of the Modern Women's Rights movement</li> </ul>	
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Expected Performances  
What students should know and be able to do

Students will know the following:

- .. The successes and failures of the '70s presidents
- .. That globalization of the economy and energy dependence challenges America's leadership role in the world
- .. That the Middle-East continues to be a volatile region of the world, one in which America must pay attention to.
- .. That American culture changes as women gain more rights in education and the workplace.

Students will be able to do the following:

- .. Identify the basic ideals of the two major parties and draw connections to the same parties today
- .. Recognize the growing competition that America faces in the world
- .. Understand the importance of the Middle-East to global politics
- .. Demonstrate the impact of the women's rights movement on American culture

Citizenship

- .. Responsibility

Technology Competencies

- .. Computer Literacy & Usage

**Develop Teaching and Learning Plan**

Teaching Strategies:

- .. Teacher makes slide presentations about topics being discussed
- .. Teacher assigns textbook readings on all subject matter
- .. Teacher shows one of the films listed in Suggested Resource
- .. Teacher will create groups for collaboration, simulations, & debates
- .. Teacher will implement activity based lesson plans

Learning Activities:

- .. Write an argumentative essay on whether the '70s really were a loser decade citing specific supporting evidence
- .. Debate alternative sources of energy
- .. Write a movie review on one of the movies in the "Suggested Resources" section
- .. Students will follow current events throughout the semester in particular, we will follow the Edward Snowden revelations about the NSA.

<b>Assessments</b>	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal:</p> <p>Role:</p> <p>Audience:</p> <p>Situation:</p> <p>Product or Performance:</p> <p>Standards for Success:</p>	<ul style="list-style-type: none"> <li>.. Contribution to classroom discussion</li> <li>.. Level of engagement during film clips and movies</li> <li>.. Accuracy of answering homework questions and classroom questions</li> <li>.. Quality of presentations</li> <li>.. Quality of written essays</li> <li>iii Summative Assessment</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>.. <i>All the President's Men</i>, directed by Alan J. Pakula, (1976), DVD.</li> <li>.. <i>Argo</i>, directed by Ben Affleck, ( 2012 ), DVD.</li> <li>.. Cayton, Andrew, et al. <i>America: Pathways to the Present</i>. 200. Print.</li> <li>.. Lemann, Nicholas. "How the Seventies Changed America." <i>American Heritage</i>, July/August 1991, pp. 39-49. Print.</li> <li>.. Rosenberg, Norman L., Rosenberg, Emily S. <i>In Our Times: America Since World War II</i>. 7th ed. 2003. Print.</li> <li>.. Other selected readings from newspapers, magazines, journals, and online sources as they are discovered.</li> </ul>	

<p>Committee Member(s): Terri Sokaitis &amp; Megan Dey  Unit Title: <i>The end of the Cold War and the Resurgence of Conservatism 1980s</i></p>	<p>Course/Subject: Modern America  Grade Level: 12  # of Weeks: 2</p>
<h3>Identify Desired Results</h3>	
<p>Common Core Standards</p>	
<ul style="list-style-type: none"> <li>• RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</li> <li>.. RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</li> <li>"" RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</li> <li>.. WHST.11-12.1D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing .</li> <li>.. WHST.11-12.1A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> </ul>	
<p>Enduring Understandings  Generalizations of desired understanding via essential questions  (Students will understand that ...)</p>	<p>Essential Questions  Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> <li>"" President Reagan was elected to pull back on some of the entitlements passed by the "New Deal" and the "Great Society"</li> <li>"" Reagan promoted "Supply Side" economics &amp; a military build-up</li> <li>• Americans begin to question the proper role of government as they see their taxes rise and wealth become more unevenly distributed</li> <li>"" Reagan talks tough with the USSR but the Berlin wall comes down under Bush</li> <li>"" Middle-class American continues to shrink as blue-collar jobs are exported to foreign countries</li> <li>"" Reagan nominates the first woman to the Supreme Court</li> </ul>	<ul style="list-style-type: none"> <li>.. In what ways was the "Reagan Revolution" a reassessment of American Life?"</li> <li>• How much government is too much government?</li> <li>.. How does the Cold War finally come to an end?</li> <li>• What is the impact of the transition of families to two-income families and single parenting?</li> <li>" Why does the "Religious Right" become a powerful political force?</li> </ul>

Expected Performances What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• The political difference between the two major parties</li> <li>• The successes and failures of the Reagan administration</li> <li>• The continuing change of economic supremacy of the US</li> <li>• How the US became the sole superpower of the world</li> <li>• That the 1980s were a time of reflection and reassessment for the American people</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Distinguish between the two major political parties</li> <li>• Make an argument for or against Reagan as a great president</li> <li>• Determine why the US became the sole superpower</li> <li>• Evaluate the necessity of foreign involvement by the US around the world</li> </ul>	
Character Attributes	
<ul style="list-style-type: none"> <li>• Citizenship</li> <li>• Responsibility</li> </ul>	
<ul style="list-style-type: none"> <li>• Computer Literacy &amp; Usage</li> </ul>	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher makes slide presentations about topics being discussed</li> <li>• Teacher assigns textbook readings on all subject matter</li> <li>• Teacher shows one of the films listed in Suggested Resource</li> <li>• Teacher will create groups for collaboration, simulations, &amp; debates</li> <li>• Teacher will implement activity based lesson plans</li> </ul>	<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Students will make a campaign poster either for a Republican or a Democrat for the 1980 election</li> <li>• Students take notes in preparation for making an argument for the success or failure of Reagan's presidency citing specific evidence to support their case.</li> <li>• Students will view charts and maps to determine visually America's involvement in foreign affairs</li> </ul>

Assessments	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal:</p> <p>Role:</p>	<ul style="list-style-type: none"> <li>• Contribution to classroom discussion</li> <li>• Level of engagement during film clips and movies</li> </ul>

<p>Audience:</p> <p>Situation:</p> <p>Product or Performance:</p> <p>Standards for Success:</p>	<ul style="list-style-type: none"> <li>▪▪ Accuracy of answering homework questions and classroom questions</li> <li>▪▪ Quality of presentations</li> <li>.. Quality of written essays</li> <li>.. Summative Assessment</li> </ul>
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Suaasted Resources
<ul style="list-style-type: none"> <li>• Cayton, Andrew, et al. <i>America: Pathways to the Present</i>. 200. Print.</li> <li>" Presidential Libraries</li> <li>" Rosenberg, Norman L., Rosenberg, Emil S. <i>In Our Times: America Since World War II</i>. 7th ed. 2003. Print.</li> <li>" Video clips of famous speeches (often found on YouTube)</li> <li>., Other selected readings from newspapers, magazines, journals, and online sources as they are discovered.</li> </ul>

Committee Member(s): Terri Sokaitis & Megan Dey  
 Unit Title: *Post Cold War World*

Course/Subject Modern America  
 Grade Level: 12  
 # of Weeks: 2

### Identify Desired Results

Common Core Standards

- .. RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- .. RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- iii RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Enduring Understandings  
 Generalizations of desired understanding via essential questions

Essential Questions  
 Inquiry used to explore generalizations

- Students will understand that
- .. the US conducted a limited war in the Gulf under President Bush
  - .. there are winners and losers in free trade agreements such as NAFTA
  - .. continuing illegal immigration presents a unique challenge to the US
  - .. the US must be vigilant to remain an important player in the Pacific Rim region as that part of the world grows and modernizes
  - .. Clinton is the first Baby Boomer president
  - .. politics played a role in the impeachment of Clinton
  - .. Steve Jobs changed the world as we know it
  - .. Congress and the president are not always on the same page

- .. In what ways has the internet changed the world we live in?
- .. How does the US balance personal liberties with collective security? Do free trade agreements such as NAFTA help or hurt America in the long run?
- .. What is our obligation as a country to control our borders?
- .. How can the US continue to lead industrial nations in the face of ever expanding globalization?
- .. Can divided partisan politics effectively rule the country?
- .. What will the future bring?

Expected Performances  
 What students should know and be able to do

Students will know the following:

- .. How the Persian Gulf War led America to fight in the Middle-East
- .. How free trade helps the professional and service industry but hurts low skill, blue collar workers
- .. the growing importance of the Pacific Rim for trade
- .. the growing role that technology plays in our lives that often the branches of government work against each other



Students will be able to do the following:

- .. Compare the Persian Gulf War to the Iraq War
- .. Evaluate the necessity of free trade
- .. Determine the best policy for illegal immigrants
- .. Demonstrate knowledge of technological changes in our lives
- .. Cite examples of government grid-lock

- .. Citizenship
- .. Responsibility

- .. Computer Literacy & Usage

### Develop Teaching and Learning Plan

Teaching Strategies:

- .. Teacher makes slide presentations about topics being discussed
- Teacher assigns textbook readings on all subject matter
- .. Teacher shows one of the films listed in Suggested Resource
- .. Teacher will create groups for collaboration, simulations, & debates
- .. Teacher will implement activity based lesson plans

Learning Activities:

- .. Political Issues research and round table discussion
- .. Debate about the Patriot Act and privacy

### Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to <b>evaluate student achievement of desired results</b>
<p>Goal:</p> <p>Role:</p> <p>Audience:</p> <p>Situation:</p> <p>Product or Performance:</p> <p>Standards for Success:</p>	<ul style="list-style-type: none"> <li>.. Contribution to classroom discussion</li> <li>.. Level of engagement during film clips and movies</li> <li>.. Accuracy of answering homework questions and classroom questions</li> <li>.. Quality of presentations</li> <li>.. Quality of written essays</li> <li>.. Summative Assessment</li> </ul>

## Suggested Resources

- " Cayton, Andrew, et al. *America: Pathways to the Present*. 200. Print.
- " Rosenberg, Norman L., Rosenberg, Emily S. *In Our Times: America Since World War II* 7th ed. 2003. Print.
- " *Steve Jobs: One Last Thing*, directors Sarah Hunt, and Mimi O'Connor. PBS, (2011), DVD.
- " Video clips of famous speeches (often found on YouTube)
- .. Other selected readings from newspapers, magazines, journals, and online sources as they are discovered.

