

**Sayreville Public Schools
U.S. History II Honors**

(Unit 1 Emergence of Modern America (1890-1930))

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	BENCHMARK ASSESSMENTS	NJSLS
Theme A: Imperialism	3 weeks				
"America Looks Abroad"	4 days	<p>Investigate how and why the U.S. emerged from Isolationism.</p> <p>Evaluate and justify reasons for supporting and opposing imperialism</p> <p>Assess the constitutional difficulties involved in colonization</p> <p>Discuss cause and effect of the U.S.'s early imperialist moves in the Pacific</p>	<ul style="list-style-type: none"> Write an essay defending either imperialism or isolationism using constitutional tenets as your support. Use this to debate the issue of imperialism in class Analyze and discuss primary source readings related to imperialism (Unit 5 resource book, Pgs 33-36) 	<p>-Collect and grade written paragraphs defending one side of the imperialism debate</p> <p>-In class discussions/debates over imperialism graded with debate criteria-based rubric.</p>	<p>6.1.12.A.5.c 6.1.12.B.5.a</p>
"Spanish American War"	2 days	Evaluate the events that led to the Spanish-American War.	<ul style="list-style-type: none"> List contributing factors which led the US into war with Spain - Use list to generate a class discussion on whether or not the war could have been avoided 	In class discussions graded based on individual participation	<p>6.1.12.A.5.c 6.1.12.B.5.a</p>
"U.S. Becomes A World Power"	3 days	<p>Decide why the Philippine Islands were the most difficult to govern.</p> <p>Compare and contrast the Philippines, Cuba, and Puerto Rico in the years following the Spanish American war, and today</p>	<ul style="list-style-type: none"> Use computer to design a chart containing information on the status of Puerto Rico, Cuba and Philippines post Spanish American war, and today. 	-Collect and grade charts	<p>6.1.12.A.5.c 6.1.12.B.5.a 6.1.12.C.5. b,c 6.1.12.D.5.b,</p>

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"Politics Of Imperialism"	2 days	Evaluate the goals and results of the "Open Door" Policy in China. Assess cause and effect, as well as justification for, the Boxer Rebellion.	<ul style="list-style-type: none"> Students will debate 2 issues on the US policies with China. 1) Was the Open Door policy hypocritical considering our economic arguments against Great Britain during the 1700's? 2) Were the Boxers violent extremists, or patriotic rebels? 	Grade individual participation in debate using a debate rubric	6.1.12.A.6.a,b,c 6.1.12.D.6.c
"Theodore Roosevelt And Foreign Affairs"	2 days	Assess the effectiveness of Roosevelt's "Big Stick" diplomacy. Analyze American concerns over the Russo-Japanese War Evaluate Roosevelt's role in the creation of the Panama Canal	<ul style="list-style-type: none"> Analyze the political cartoon and answer the related questions on pgs 39 and 40 of the Unit 5 resource guide Take a position and write an essay on the following: Did Teddy Roosevelt's foreign policies make America more powerful, or more vulnerable 	Collect and grade worksheets Collect and grade essays using a rubric	6.1.12.A.6.a,b,c 6.1.12.D.6.c
"The Foreign Policies of Wilson and Taft"	2 days	Compare and contrast Taft's dollar Diplomacy and Wilson's Moral Diplomacy to Roosevelt's "Big Stick" policy	<ul style="list-style-type: none"> Create a chart detailing the major ideas behind each president's policy, areas of the world where each was used, and their successes and failures Discuss which of the ideas student's believe would be a more effective policy, and why. 	Collect and grade charts Assess individual participation with a rubric	6.1.12.A.6.a,b,c 6.1.12.D.6.c
Thematic Assessments			<ul style="list-style-type: none"> Written quizzes and/or Chapter test Create a newsmagazine detailing the various aspects of US imperialism 	Grade tests Collect and grade magazine	
			<ul style="list-style-type: none"> 		

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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	BENCHMARK ASSESSMENTS	NJSLS
Theme B The Progressive Era	3 weeks				
"Sources Of Progressivism"	3 days	Evaluate the role of the Muckrakers in promoting social change. Analyze how Progressive methods used in business, government, and education influenced social reform	<ul style="list-style-type: none"> Read excerpts from 5 muckrakers, and jigsaw to share the themes/techniques used by each author. Record them in a graphic organizer Select the 3 reforms discussed in 15-1 that you feel most impact your life today, and write a paragraph on how your life would be different if each reform had never been passed. 	Monitor jigsaw activity, collect and grade graphic organizers -Use student's paragraphs to generate class discussions	6.1.12.A.6.a,b,c 6.1.12.D.6.c
"Roosevelt's Progressive Domestic Programs"	4 days	Analyze why Roosevelt was labeled a "trust buster". Discuss the causes and effects of Roosevelt's consumer protection reforms Evaluate Roosevelt's role as a conservationist.	<ul style="list-style-type: none"> Make a T-chart describing the positive and negative aspects of trusts Write an essay on the following topic: "Should the U.S. try to profit as much as possible from our natural resources even if it means potentially damaging the environment, or should the US protect land and natural resources even if it means losing money or relying on other nations for our resources?" 	-Use T-charts to generate class discussions - Collect and grade essays	6.1.12.B.6.a 6.1.12.D.6.b
"The Taft Presidency"	2 days	Investigate the reasons for the Taft and Roosevelt split. Evaluate Taft's role as president	<ul style="list-style-type: none"> Complete a graphic organizer on the successes and failures of Taft's presidency 	-Assess knowledge through discussion of the chart	6.1.12.B.6.a 6.1.12.D.6.b

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"The Election Of 1912"	2 days	Analyze how Wilson's victory in 1912 was due to a split in the Republican Party.	<ul style="list-style-type: none"> Create a chart comparing the philosophies of the new nationalism and new freedom. 	- Collect and grade chart	6.1.12.B.6.a 6.1.12.D.6.b
"President Wilson's Progressivism"	2 days	Evaluate the Progressive Domestic Program of Wilson.	<ul style="list-style-type: none"> Students will be placed into groups and assigned a Wilson reform to research and present to the class. Presentations should include the short and long-term impact of the reforms, and whether it was considered a success or a failure 	Grade presentation using a presentation rubric	6.1.12.B.6.a 6.1.12.D.6.b
"Limits of Progressivism"	2 days	Analyze the reasons for Progressive attitudes toward immigrants and racial minorities. Assess the impact the Progressives had on African Americans.	<ul style="list-style-type: none"> Debate the following point: "Obtaining civil rights was a more important goal for African Americans in 1900 than achieving a higher standard of living. 	- Assess student participation in debate using debate-criteria based rubric	6.1.12.A.6.a,b,c 6.1.12.D.6.c
Thematic Assessments			<ul style="list-style-type: none"> Written quizzes and chapter test Create a "Presidential Report Card" for Roosevelt Taft and Wilson. Each student will assign each president an overall grade as well as individual grades for each of the 7 roles of the president (Chief of State, Chief Executive, Chief Legislator, Chief Diplomat, Commander in Chief, Chief of Party, Chief Guardian of the Economy). Students will 	-Grade tests and quizzes Collect, grade, and display presidential report cards	

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			then write an essay explaining their overall grade, and giving detailed explanations for each of their categorical grades		
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Theme C World War I	3 weeks				
"Prelude To War"	3 days	Assess the causes for World War I breaking out in Europe. Analyze why the United States had difficulty remaining neutral in World War I.	<ul style="list-style-type: none"> Complete a map of Europe identifying the Alliance and Entente countries. Work in groups to prepare a briefing on the countries of Europe at war for President Wilson. 	-Map-based quiz - Present briefings to class. Class will critique whether or not the groups have provided sufficient information to the President	6.1.12.A.7.a,c 6.1.12.B.7.a 6.1.12.D.7.a,b
"America Enters The War"	5 days	Evaluate the reasons for the United States entry into World War I Assess the impact of new weapons technology on the war Assess the role of the United States in bringing victory to the Allies.	<ul style="list-style-type: none"> Write a newspaper editorial that urges U. S. entry into the war on continued neutrality. Create a powerpoint presentation detailing the creation of one of the weapons of WWI, and present it to the class Debate the question: "The United States was responsible for bringing victory to the Allies. 	- Collect and grade article -Grade class presentations with presentation rubric - Assess student involvement in the debate using a debate-based grading rubric	6.1.12.A.7.a,c 6.1.12.B.7.a 6.1.12.D.7.a,b

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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	BENCHMARK ASSESSMENTS	NJSLs
"War On The Home Front"	4 days	<p>Analyze the effectiveness of military, economic, and political mobilization.</p> <p>Decide if civil liberties would be suppressed during wartime.</p>	<ul style="list-style-type: none"> • Students will jigsaw to teach one another about the various mobilization organizations of WWI and complete a graphic organizer • Design a poster urging support for one area of the mobilization effort. • Write a one-page essay entitled: "Individual Rights vs. National Security". Writer will take a stand on an individual's constitutional rights during wartime. 	<p>- Monitor jigsaw and use graphic organizer for class discussions</p> <p>Collect and grade posters</p> <p>- Students will conduct a mock Supreme Court trial over the issues of their essay. Score individual participation using a presentation rubric.</p>	<p>6.1.12.A.7.a,c 6.1.12.B.7.a 6.1.12.D.7.a,b</p>
"After The War"	3 days	<p>Analyze how the Treaty of Versailles led to World War II.</p> <p>Analyze the causes and effects of labor and racial unrests in the post-war years</p>	<ul style="list-style-type: none"> • Design a chart listing the terms of the Treaty of Versailles and any problems that may occur with each term. • In groups, read about the various labor strikes, race riots, and the Red Scare. Students will present information on their assigned topics to the class 	<p>-Use for class discussion, collect and grade charts</p> <p>- Grade class presentations using a rubric</p>	<p>6.1.12.A.7.b 6.1.12.C.7.b 6.1.12.D.7.b</p>
Thematic Assessments			<ul style="list-style-type: none"> • Written Quizzes and chapter Test • Pre and/or post war map quiz • Write an essay on the following: WWI is considered by many to be the first "modern war". In what ways was it different from previous wars, and how does it seem archaic by today's standards? 	<p>-collect and grade tests and essay</p>	

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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	BENCHMARK ASSESSMENTS	NJSLS
Theme D The Decade of Normalcy	2 weeks				
"The Harding and Coolidge Years"	4 days	Analyze the foreign and domestic policy initiatives of the Harding Administration. Discuss the political scandals of the Harding Administration Compare and Contrast the presidencies of Harding and Coolidge	<ul style="list-style-type: none"> Analyze and discuss the political cartoon on pg 591 of the text, and create an original political cartoon on Harding's successes or failures Write an essay comparing and contrasting the presidencies of Harding and Coolidge 	<ul style="list-style-type: none"> - Discuss cartoons, present student cartoons, collect and grade -Collect and grade essays 	6.1.12.D.12.d,e 6.1.12.A.13.a,c 6.1.12.B.13.a,b 6.1.12.C.13.c,d 6.1.12.D.13,c,d,f
"A Growing Economy"	3 days	Analyze the effect business and new inventions had on the standard of living in the 1920's. Analyze the social and political division that existed in the United States in the 1920's.	<ul style="list-style-type: none"> Choose 5 major inventions/advances from the 1920's. Assign groups a social group from the 20's (ie laborers, women, immigrants, African Americans, wealthy males, etc.), and have them discuss how each invention would impact the lives of those in their social group. Analyze primary sources/political cartoons on Nativism and Fundamentalism 	<ul style="list-style-type: none"> -Use group discussions to generate a class discussion - Use the cartoons to discuss the divisions in America in the 20's, and similar divisions in society today. 	6.1.12.C.13.c,d 6.1.12.D.13,c,d,f

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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	BENCHMARK ASSESSMENTS	NJSLs
"The Roaring Twenties"	3 days	<p>Analyze the reasons for the social changes in the 1920's and evaluate the results.</p> <p>Analyze the reasons for the mood of optimism that existed in America in the mid-1920's.</p> <p>Discuss cause and effect as it relates to the broadening of leisure time and activities in the 20's.</p>	<ul style="list-style-type: none"> • Create a "stations project" in which groups engage in student-centered activities related to the culture, literature, music, fashion, and leisure activities of the 1920's, and their short and long term impact on American society. 	<p>-Collect and grade all work from the stations project</p>	<p>6.1.12.C.13.c,d 6.1.12.D.13,c,d,f</p>
Thematic Assessments			<ul style="list-style-type: none"> • Written quizzes and tests • Presidential Report Cards for Harding and Coolidge 	<p>- Collect and grade tests/quizzes -Collect, grade, and display report cards</p>	

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(Unit II – The Great Depression and World War II (1929-1945))

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	BENCHMARK ASSESSMENTS	NJSLS
Theme A: The Great Depression	2 Weeks				
"The Stock Market Crashes"	4 days	Evaluate the factors that led to the Great Depression and decide if it could have been avoided. Assess the worldwide effects of the stock market crash. Examine the impact of the Great Depression on average American	<ul style="list-style-type: none"> • Create a T-chart detailing the positive and negative consequences of the prosperity of the 20's • Complete primary and secondary source worksheets on pages 73-76 of the Unit 6 Resource book • Using internet sources, collect data on Depression era salaries and prices for goods and services. Create a 2 week budget for a fictional Depression-era family 	<ul style="list-style-type: none"> - Discuss lists aloud in class - Collect and grade worksheets -Discuss the similarities and differences as a class. Collect and grade budget 	6.1.12.A.9a 6.1.12.B.9a
"Hoover's Policies"	2 day	Critique Hoover's attempts to resolve the Depression	<ul style="list-style-type: none"> • Write a "slanted" editorial to encourage voters to re-elect Hoover. 	<ul style="list-style-type: none"> - Share editorials with class. Collect and grade essays 	6.1.12.A.9a 6.1.12.C.9
"The Depression Worsens"	3 days	Discuss why the Depression ended an era. Evaluate rural poverty to urban poverty and decide which is worse.	<ul style="list-style-type: none"> • Create a collage about the Great Depression. • Write a short essay defending a position on whether rural or urban poverty is worse. 	<ul style="list-style-type: none"> - Grade and display collages - Use essays to generate a class debate, and grade using debate rubric 	6.1.12.D.9.ab 6.1.12.B.9.a

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Thematic Assessments			<ul style="list-style-type: none"> • Written quizzes/tests • Presidential report card on Hoover 	-Collect and grade all work	
TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	Benchmark Assessments	NJSLs
<p style="text-align: center;">Theme B: The New Deal</p>	<p style="text-align: center;">2 Weeks</p>				
<p style="text-align: center;">"Roosevelt Takes Charge"</p>	<p style="text-align: center;">4 days</p>	<p>Critique the effectiveness of FDR's 1st 100 days in office</p> <p>Assess the impact of the "Fireside Chats".</p> <p>Discuss the methods used by FDR to solve the Depression and evaluate their effectiveness.</p>	<ul style="list-style-type: none"> • Create and complete a graphic organizer on the "alphabet agencies" created by FDR. • Write a one-page reaction paper from the viewpoint of a businessman who has just listened to one of FDR's "Fireside Chats" • Using internet and print resources, create a visual representation of the ways in which FDR's "relief, reform, and recovery" manifested itself in New Jersey. 	<p>-Use charts to springboard class discussions</p> <p>-Collect and grade papers</p> <p>- Share findings with the class to generate class discussions, collect and grade projects</p>	<p>6.1.12.A.9.a 6.1.12.B.9.a 6.1.12.C.9.a,b,c,d 6.1.12.D.9.a,b 6.1.12.A.10.a,b,c 6.1.12.B.10.a 6.1.12.C.10.a,b 6.1.12.D.10.a,b,c,d</p>
<p style="text-align: center;">"The Second New Deal"</p>	<p style="text-align: center;">3 Days</p>	<p>Examine methods for resolving the depression</p> <p>Judge the validity of criticisms against FDR</p> <p>-Investigate the controversies</p>	<ul style="list-style-type: none"> • Write an editorial evaluating one of FDR's New Deal Program. • Locate and read a speech from a New Deal critic. Support or criticize its conclusion in a short essay. 	<p>-Collect and grade editorial</p> <p>- Use essays to debate whether FDR's New Deal was positive or negative. Score students using a debate-criteria rubric</p> <p>- Have students</p>	<p>6.1.12.A.10.a,b,c 6.1.12.B.10.a 6.1.12.C.10.a,b 6.1.12.D.10.a,b,c,d</p>

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		surrounding FDR's "court packing" attempts	<ul style="list-style-type: none"> Analyze political cartoons on pgs 99-100 in Unit 6 resource book Create a political cartoon on Roosevelt's attempt to "pack the court". 	present cartoons. Collect and grade cartoons.	
TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	Benchmark Assessments	NJSLS
"The Impact of the New Deal"	3 days	<p>Determine the long-term effects of the New Deal on America.</p> <p>Describe the lasting impact of the New Deal on today's society</p>	<ul style="list-style-type: none"> Develop a public works project for the school, community, or state. Create a proposal for the project, and explain how it would help both the unemployed, and the public as a whole In groups students will research New deal agencies still in existence today, and find information on the similarities and differences to the original agency 	<p>- Students will present their proposals, and it will be collected and graded.</p> <p>-Present information to the class, grade using a presentation rubric</p>	6.1.12.C.10.a,b 6.1.12.D.10.a,b,c,d
Thematic Assessments			<ul style="list-style-type: none"> Written quizzes and tests Presidential report Card on FDR 	Collect and grade all written work	

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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	Benchmark Assessments	NJSLS
Theme C: World War II	3 Weeks				
"World Affairs 1933 – 1939"	2 days	Examine how totalitarian governments came to power in Europe in 1920's – 1930's. Describe the economic and political factors that led to World War II breaking out in Europe.	<ul style="list-style-type: none"> Place students in groups, and assign each group a dictator to gather information on. Students will jigsaw and teach other groups about their dictator. Write an essay explaining the meaning of Hitler's "Gun's and Butter" policy, and why it was so well received by the German people 	<ul style="list-style-type: none"> - Discuss and go over information orally with the class - Collect and grade essay 	6.1.12.D.11a-e; 6.1.12.B.11.a; 6.1.12.C.11.a,b; 6.1.12.11.a-e
"Moving Closer To War:	2 days	Assess the ways in which World War II brought an end to the United States Depression. Explain how the United States moved from isolation and neutrality to active participation in World War II.	<ul style="list-style-type: none"> Create a propaganda poster about the importance and benefits of industrial production during the war Complete the primary source activities on pages 37-38, and 41-46 in the Unit 7 resource book 	<ul style="list-style-type: none"> - Collect and grade posters - Use speech excerpts to generate class discussions, collect and grade written work 	6.1.12.D.11a-e; 6.1.12.B.11.a; 6.1.12.C.11.a,b; 6.1.12.11.a-e
"United States At War"	3 days	Analyze the military strategy developed by the Allies to defeat the Axis powers and evaluate its effectiveness. Judge the short and long-term effects on World War II on United States Foreign Policy.	<ul style="list-style-type: none"> Analyze a map of Europe to determine if it was possible to create a more effective Allied or Axis battle plan Write a short essay explaining how US involvement in WWII permanently ended any future hopes of remaining isolationists. 	<ul style="list-style-type: none"> - Students will present their own battle plans to the class - Collect and grade essays 	6.1.12.B.11.a; 6.1.12.C.11.a,b; 6.1.12.11.a-e

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<p style="text-align: center;">"War On The Home Front"</p>	<p style="text-align: center;">3 days</p>	<p>Compare and contrast the mobilization efforts of WWI and WWII</p> <p>Determine why the rights of Japanese-Americans were violated during World War II, and whether or not it was justifiable.</p> <p>Describe the role of women and minorities in World War II and its effect on their post-war status.</p>	<ul style="list-style-type: none"> • Create a graphic organizer to compare the home front efforts of each war • Read primary sources and complete the activities on pgs 15 and 416 of the Unit 7 resource book • Assign student groups to find information on gains and losses of one of the following groups during the WWII era – Women, African Americans, Mexican-Americans, and Japanese-Americans. Students will jigsaw to share their findings 	<ul style="list-style-type: none"> - Use charts for class discussion - Collect and grade written work -Collect and grade essays - Monitor jigsaw and hold a class discussion on the similarities and differences of the groups 	<p>6.1.12.B.11.a; 6.1.12.C.11.a,b; 6.1.12.11.a-e</p>
<p style="text-align: center;">"The Holocaust"</p>		<p>Detail the steps taken by Hitler to persecute European Jews</p> <p>Evaluate the need for education on the Holocaust and other Genocides to prevent similar situations in the future</p>	<ul style="list-style-type: none"> • Create a visual timeline of major events related to the Holocaust from Hitler's rise to power, through the liberation of the concentration camps. • Participate in the Holocaust essay scholarship contest 	<ul style="list-style-type: none"> - Collect and grade timelines -Collect and grade essays, enter top essays into contest 	
<p>Thematic Assessments</p>			<ul style="list-style-type: none"> • Written tests and quizzes • Write an essay on the topic "In what ways did the end of WWII signal the beginning of a new power structure in the world"? 	<ul style="list-style-type: none"> - Grade tests and quizzes. Collect and grade essays 	

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(Unit III – Postwar Years (1945-1970’s))

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	BENCHMARK ASSESSMENTS	NJSLS
Theme A The Cold War	5 weeks				
“Policy of Containment”	6 days	<p>Assess the results of post WWII conferences, and examine changes in Eastern Europe after World War II.</p> <p>Analyze the factors which made communism strong during the postwar period.</p> <p>Examine the foreign policy goals of the Truman Administration.</p>	<ul style="list-style-type: none"> • Complete a post-WWII map and locate satellite countries on a map. • List methods used by the Soviet Union to bring Eastern Europe under its control. • Jigsaw on elements of Truman’s foreign policy, such as the Truman Doctrine, Marshall Plan, Berlin Airlift, formation of NATO, etc. 	<ul style="list-style-type: none"> - Cold War in Europe map quiz - Discuss lists to check for understanding - Use jigsaw results to generate discussions on the effectiveness of Truman’s foreign policy 	6.1.12.D.11a-e; 6.1.12.B.11.a; 6.1.12.C.11.a,b; 6.1.12.11.a-e
“Cold War in Asia”	4 days	Investigate the events which caused the United Nations to wage a limited war in Korea.	<ul style="list-style-type: none"> • Write an editorial discussing why the spread of Communism in Asia was a threat to the United States • Locate important strategic locations on a map of Korea • Debate: Put forth arguments in favor or against the firing of MacArthur. 	<ul style="list-style-type: none"> - Collect and grade editorial - Collect, grade, and discuss map - Assess debate using debate-criteria rubric 	6.1.12.D.11a-e; 6.1.12.B.11.a; 6.1.12.C.11.a,b; 6.1.12.11.a-e

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"Cold War in America"	6 days	<p>Examine the changes in the American labor force post WWII as it relates to the Red Scare.</p> <p>Examine and assess the tactics used by Joseph McCarthy and HUAC to track down Communists</p> <p>Describe the impact of Atomic weapons on the American public</p>	<ul style="list-style-type: none"> Chart the union membership from the 20's through the 60's. Hold a mock HUAC hearing by allowing students to role play the parts of McCarthy, accused Communists, and those who cooperated with HUAC Using information from the 1950's, create an educational pamphlet entitled "Surviving the Bomb", to teach members of 1950's society what to do in a nuclear attack. 	<p>- collect and grade charts, discuss reasons for drops in membership during the post WWII era.</p> <p>-Assess trial participation with rubric</p> <p>- Collect and grade pamphlets</p>	<p>6.1.12.D.11a-e; 6.1.12.B.11.a; 6.1.12.C.11.a,b; 6.1.12.11.a-e 6.1.12.C.11.a,b; 6.1.12.11.a-e</p>
"Eisenhower Years"	2 days	<p>Describe President Eisenhower's style of leadership.</p> <p>Examine the foreign policy crises of Eisenhower's presidency</p>	<ul style="list-style-type: none"> List advantages and disadvantages of having a military leader as president. Create a graphic organizer charting the various foreign policy issues that arose during Eisenhower's presidency Complete primary and secondary source activities on pgs 103-104, and 113-114 in the Unit 7 resource guide 	<p>Use lists to generate class discussions</p> <p>Discuss charts as a class to check for understanding</p> <p>-collect and grade completed worksheets</p>	<p>6.1.12.A.12.a,b,c 6.1.12.B.12.a 6.1.12.C.12.a,c,d 6.1.12.C.13.b,d 6.1.12.D.13.f,d</p>

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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	Benchmark Assessments	NJSLs
"An Affluent Society"	6 days	<p>Compare and contrast the economic policies of Truman and Eisenhower</p> <p>Examine the problems that existed for the groups of society that did not share in the prosperity of the 1950's</p> <p>Analyze the economic and social impact of advances in technology, business, and entertainment in the 1950's</p> <p>Examine the growth of suburbs and the interstate highway system.</p>	<ul style="list-style-type: none"> • Debate: Who was more responsible for the economic boom of the 1950's, Truman or Eisenhower? • Write a newspaper article exposing the "hidden problems" of the 1950's. • Chart the GNP for the years 1950 to 1959. • Create collages on the social and cultural advances of the 1950's, and discuss the impact they have had on today's society • Complete the political cartoon activities on pages 143 and 144 of the Unit 7 Resource book 	<p>- Assess debate participation with a debate rubric</p> <p>- Collect and grade articles</p> <p>Discuss the charts, and have students present their collages. Assess using a presentation rubric</p> <p>Collect and grade worksheets</p>	<p>6.1.12.D.12.a,b,c 6.1.12.A.13.a,b,c 6.1.12.B.13.a,b</p>
Thematic Assessments			<ul style="list-style-type: none"> • Written quizzes and tests • In groups, create a comic book detailing significant events/figures from the Cold War in the US. • Presidential report Cards for Truman and Eisenhower 	<p>Grade tests and quizzes</p> <p>Collect and grade comic books</p> <p>Collect and grade report cards</p>	

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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	Benchmark Assessments	NJSLS
Theme B New Frontiers	3 weeks				
"Civil Rights Movement"	5 days	<p>Investigate major events in the early civil rights movement.</p> <p>Examine the effects of the <i>Brown v Board of Education</i> decision.</p> <p>Compare and contrast the differing arguments on how to achieve civil rights</p>	<ul style="list-style-type: none"> • Make a time line of the major events of the civil rights movement. • Complete pgs 66-70 of the Unit 8 resource Guide • Read/view portions of the King's "I Have a Dream" speech and "Letter from a Birmingham Jail", as well as Malcolm X's "The Ballot or the Bullet" speech. Write an essay on the following: did the emergence of both peaceful and militant factions of the Civil rights movement help or hinder the momentum of the movement? 	<p>Collect and grade timeline</p> <p>Collect and grade worksheets, use to generate class discussions</p> <p>Use essay to generate class debate. Collect and grade essays</p>	<p>6.1.12.D.12.a,d,e; 6.1.12.A.13.a-c; 6.1.12.B.12.a,b; 6.1.12.D.13.b,e</p>
"Kennedy's New Frontier"	5 days	<p>Evaluate legislation proposed by the Kennedy Administration.</p> <p>Examine the impact of the Warren Court</p>	<ul style="list-style-type: none"> • Work in groups to produce a newsletter describing the successes and failures of Kennedy's domestic Programs. • Create and complete a graphic organizer on the Warren Court reforms • Debate the following topic: Should the Supreme Court be allowed to "legislate from the bench" by interpreting the Constitution in ways that 	<p>Collect and grade newsletter</p> <p>Use graphic organizer to generate class discussions</p> <p>Assess debate participation using a debate rubric</p>	<p>6.1.12.D.12.a,d,e; 6.1.12.A.13.a-c; 6.1.12.B.12.a,b; 6.1.12.D.13.b,e</p>

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			essentially creates new laws? Use modern and historical examples		
TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	Benchmark Assessments	NJSLS
"Foreign Policy Challenges"	5 days	Analyze foreign policy decisions made during the Kennedy Administration. Examine the tragic end to the Kennedy Presidency.	<ul style="list-style-type: none"> • Create a map, which shows the location of foreign conflicts. • Form groups to role-play an investigative committee to assess Kennedy's response to the Bay of Pigs invasion. • Complete primary source activities on pages 35-36, and 45-46 on the Unit 8 resource guide • Research Primary Sources on the Kennedy Assassination, and write an essay on whether or not you support the findings of the Warren Commission, using reliable evidence to support your claim. 	Map quiz Assess individual participation with rubric Use worksheets to generate class discussions Collect and grade essays	6.1.12.D.12.a,d,e; 6.1.12.A.13.a-c; 6.1.12.B.12.a,b; 6.1.12.D.13.b,e
Thematic Assessment			<ul style="list-style-type: none"> • Written quizzes and tests • Presidential Report card for Kennedy 	Grade tests and quizzes Collect and grade report card	
			<ul style="list-style-type: none"> • 		

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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	Benchmark Assessments	NJSLS
Theme C The Vietnam Era	3 weeks				
"The Great Society"	3 days	Examine President Lyndon Johnson's efforts to fight poverty. Judge the impact and effectiveness the Great Society programs	<ul style="list-style-type: none"> Complete activity on pg 23 of the Unit 8 Resource guide In groups, create presentations on the 4 areas of society impacted by the Great Society: Health and Welfare, Education, Poverty, and Consumer/Environmental Protection. Presentations should include lists of specific programs/goals, as well as the results and impacts of these programs. Write a speech for President Johnson urging passage of Great Society programs 	Use worksheets to generate class discussions Grade presentation using a presentation rubric Collect and grade written speeches	6.1.12.D.12.a,d,e; 6.1.12.A.13.a-c; 6.1.12.B.12.a,b; 6.1.12.D.13.b,e
"War in Vietnam"	4 days	Examine events which led the U.S. to become involved in Vietnam Compare and contrast the tactics used by the Vietcong and the US during Vietnam Analyze the reasons for opposition to the	<ul style="list-style-type: none"> Make a time line of the key events leading to U.S. involvement in Vietnam Complete primary source activity on pages 99-100, and page 105 of the Unit 8 resource guide Debate: Which sides tactics were more brutal during the Vietnam War, the US, or the Vietcong? Were either sides actions justifiable? Create a political cartoon illustrating antiwar demonstrations Complete Primary source activities 	Collect and grade timeline Use primary source to generate class discussion Assess participation using a debate rubric Collect and grade all written work	6.1.12.D.12.a,d,e; 6.1.12.A.13.a-c; 6.1.12.B.12.a,b; 6.1.12.D.13.b,e

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		Vietnam War	on pages 101-102 of the Unit 8 Resource guide		
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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	Benchmark Assessments	NJSLS
"Social Revolution"	3 days	Examine the factors responsible for discontent among various groups living in the US during the 1960's. Examine the counterculture movement of the 1960's	<ul style="list-style-type: none"> In groups create a powerpoint presentation on one of the following protest groups of the 1960's: Students, Hippies, feminists, Latino's. Be sure to include leadership, membership, goals, and tactics used by the group. 	Present project to class, assess using presentation rubric.	6.1.12.D.12.a,d,e; 6.1.12.A.13.a-c; 6.1.12.B.12.a,b; 6.1.12.D.13.b,e
"Year of Disasters 1968"	2 days	Analyze the impact of major events of 1968	<ul style="list-style-type: none"> Make a month by month time line for 1968, using the internet to research significant events 	Collect and grade timelines	6.1.12.D.12.a,d,e; 6.1.12.A.13.a-c; 6.1.12.B.12.a,b; 6.1.12.D.13.b,e
"The Nixon Years"	3 days	Describe the goals of Nixon's domestic policy measures Assess the impact of Nixon's foreign policy measures Describe the events, and assess the lasting impact of, the Watergate Scandal	<ul style="list-style-type: none"> Write a speech for Nixon, pitching one of his domestic policy ideas to Congress Would Nixon's policy of meeting with nations hostile to the US help ease tensions with hostile nations today, such as Iran or North Korea? Why or why not Create a timeline of the events of the Watergate Scandal and its investigation Complete the primary source activities on pgs 35-36 of the Unit 8 resource guide Write an essay on the following: Did Watergate cause irreparable damage to America's faith and trust in the government? 	Collect and grade speeches Assess using a debate rubric Collect and grade all written work. Use essays to generate class discussion	6.1.12.D.12.a,d,e; 6.1.12.A.13.a-c;

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Thematic Assessments			<ul style="list-style-type: none"> • Written tests and quizzes • Presidential report Cards for Johnson and Nixon 	Grade tests/quizzes Collect and grade report cards	
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(Unit IV: Contemporary America (1973 – present))

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	BENCHMARK ASSESSMENTS	NJSLS
Theme A The Ford and Carter Administrations	2 weeks				
"Crisis of Confidence"	5 days	<p>Examine the economic problems of the 1970's, and the responses made by both Ford and Carter</p> <p>Compare and contrast the economic crisis of the 1970's to that of the 2000's</p> <p>Evaluate Presidents Ford and Carter's foreign Policy.</p> <p>Evaluate the social changes made in the 1970's</p>	<ul style="list-style-type: none"> • List events, which led to the recession of the 1970's • Complete activities on page 34 of the Unit 9 resource guide • Chart gasoline prices (1969-2009). • Write an essay on the following: What permanent changes could the US have implemented during the 1970's to help prevent the economic problems of the 2000's? • Locate the major countries of the Middle East crisis on a map. • Create a T-chart comparing the foreign policy successes and failures • In groups, students will jigsaw to complete a graphic organizer on the changes that took place for 	<p>Use lists and activities to generate class discussions</p> <p>Collect and grade charts and essays</p> <p>Map quiz</p> <p>Use t-chart to generate class discussions</p> <p>Collect and grade graphic organizer</p>	<p>6.1.12.D.12.a,d,e;</p> <p>6.1.12.A.13.a-c;</p> <p>6.1.12.B.12.a,b;</p> <p>6.1.12.D.13.b,e</p>

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			African Americans, Native Americans, and the handicapped, as well as environmentalist changes		
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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	Benchmark Assessments	NJSLS
"A Conservative Shift"	5 days	Analyze the reasons for the conservative revolution of the 1980's. Compare and contrast liberals and conservatives Examine President Reagan's economic policies	<ul style="list-style-type: none"> • Create a Venn diagram to compare and contrast liberal and conservative philosophies • Read an excerpt of Regan's inaugural address on pg 69-70 of the Unit 9 resource guide • Debate whether deregulation of business and industry helped or hurt the economy in both the short and long term. 	Use diagram to generate class discussions Collect and grade questions from worksheet Assess debate participation with a debate rubric	6.1.12.D.12.a,d,e; 6.1.12.A.13.a-c; 6.1.12.B.12.a,b; 6.1.12.D.13.b,e 6.1.12.A.14.a-h 6.1.12.B.14.c,d 6.1.12.C.14.a-c 6.1.12.D.14.a-e
Thematic Assessment			<ul style="list-style-type: none"> • Written quizzes and tests • Presidential report cards for Ford and Carter 	Grade quizzes/tests Collect and grade report cards	

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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	Benchmark Assessments	NJSLS
Theme B Toward a New Century	3 weeks				
"After the Cold War"	5 days	Examine the moves toward democracy through out Eastern Europe. Analyze the events which led to the end of the Soviet Union. Discuss the foreign policy controversies of the Regan era	<ul style="list-style-type: none"> Write an eyewitness account of the fall of the Berlin Wall. Locate the countries of Eastern Europe, which moved toward Democracy. Work in groups to create a time line on the fall of the Soviet Union. Write an essay on the following topic: Do the successes of Regan's foreign policy outweigh his failures? Why or why not? 	Share accounts with class, grade using presentation rubric Map quiz Collect and grade timeline Collect and grade essay	6.1.12.A.16.a-c 6.1.12.B.16.a 6.1.12.C.16.c 6.1.12.D.16.c
"The Persian Gulf War"	2 days	Analyze the events which led to the conflict between Iraq and coalition forces.	<ul style="list-style-type: none"> Work in groups to plan interview questions for President Bush and General Norman Schwartzkoph. Prepare a news broadcast about the beginning of the Persian Gulf War. 	Role play interviews in class, assess using presentation rubric Collect and grade news scripts	6.1.12.A.14.a-h; 6.1.12.B.14.a-d; 6.1.12.C.14.a-d; 6.1.12.D.14a-f;
"The Clinton Years"	5 days	Assess the domestic policies of the Clinton Administration Analyze Clinton's use of the US military in peacekeeping missions	<ul style="list-style-type: none"> Create a graphic organizer analyzing the successes and failures of Clinton's policies on the economy, health care, education, and crime/gun control. Debate: "Should Clinton have used the US military as an "international police force". 	Collect and grade graphic organizer Assess using debate rubric	6.1.12.C.14.a-d; 6.1.12.D.14a-f;

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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	Benchmark Assessments	NJSLS
"The U.S. in a Global Economy"	3 days	Examine the changes in the economy of the early 1990's.	<ul style="list-style-type: none"> • Create a cause and effect diagram of the deficit crisis of the 1990's. • Debate the positive and negative aspects of trade agreements such as NAFTA and US entrance into the WTO. 	Use diagrams to generate class discussion Assess using a debate rubric	6.1.12.A.14.a-h; 6.1.12.B.14.a-d; 6.1.12.C.14.a-d; 6.1.12.D.14a-f;
Thematic Assessments			<ul style="list-style-type: none"> • Written tests and quizzes • Presidential report cards for Regan, Bush, and Clinton 	Grade quizzes/tests Collect and grade report cards	

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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	Benchmark Assessments	NJSLS
Theme A: "The New Century: A Time of Turmoil"	2 Weeks				
The Election of 2000	2 Days	Analyze the events of the election of 2000	<ul style="list-style-type: none"> Make a timeline of the events of the 2000 election Analyze the political cartoon on page 1034 of the text, and discuss whether or not an individual's vote "really matters" 	<p>Collect and grade timelines</p> <p>Assess class discussion to check for understanding</p>	6.1.12.A.14a
"The 9/11 Terror Attacks and the War on Terror"	8 days	<p>Discuss the events and impact of the 9/11 terror attacks</p> <p>Assess Bush's response to the 9/11 attacks.</p> <p>Critique the Bush Administration's decisions to limit certain liberties in exchange for greater security in the post-9/11 world</p>	<ul style="list-style-type: none"> Students will write a journal of personal recollections from 9/11 and/or interview someone who lived through it. Debate: Did the War on Terror help to make the US, and the world, safer, or did it make the US more vulnerable to attack? Complete the primary source activities on pages 134-136 of the Unit 9 resource guide Write an essay: was the government justified in limiting certain civil liberties for US citizens, as well as suspected terrorists, after 9/11? 	<p>Share student's personal stories with class, collect and grade journal entries</p> <p>Assess student participation using a debate rubric</p> <p>Collect and grade primary source activities</p> <p>Collect and grade essays</p>	6.1.12.D.15.d 6.1.12.A.15.abcd
Thematic Assessment			<ul style="list-style-type: none"> Written tests and quizzes Presidential report cards for George W. Bush 	<p>Grade tests/quizzes</p> <p>Collect and grade report cards</p>	
Yearly Assessments			<ul style="list-style-type: none"> Written Mid-term and Final Exams Complete a 7-10 page research paper on an assigned topic 	<p>Grade exams</p> <p>Collect, read, and</p>	

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			relevant to the course	grade papers	
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