

Appendix: Implementing Common Core Standards

In correlation with the Common Core Standards (adopted by the state of North Carolina in 2010, to be fully implemented and operational within all of the state's classrooms by 2013) and the North Carolina Standard Course of Study for American History II (formerly United States History) and World History, this Curriculum Unit will individually meet the needs of honors, standard and inclusion students, based upon their instructional needs using a series of differentiation techniques. Since North Carolina has just recently adapted the Essential Standards for Common Core within the last few years, the ability to fully connect the specific content to the required Essential Standard is much more difficult than it was to the previous Competency Goal and Objective, according to the North Carolina Standard Course of Study.

As defined by the state of the North Carolina, the purpose of the Common Core Standards is to strengthen academic standards for students, as they were developed by national experts with access to best practices and research from across the nation. Despite the uniformness amongst states that Common Core has brought, it has been highly speculated within North Carolina, that the state will choose to withdraw its participation within the consortium so please be mindful that these Essential Standards may not be existent upon your usage of this Curriculum Unit, as early as 2015-2016. Please reference www.NCPublicSchools.org for updated information, in regards to the state's curriculum, within these specific disciplines.

Below are the Common Core Essential Standards via the North Carolina Department of Public Instruction for American History II (www.ncpublicschools.org/docs/acre/standards/new-standards/social-studies/american-history-2.pdf) and World History (<http://www.ncpublicschools.org/docs/acre/standards/new-standards/social-studies/world.pdf>) that would effectively correspond to the content discussed within this particular unit:

Essential Standard (American History II)

AH2.H.4: The student will be able to analyze how conflict and compromise have shaped politics, economics and culture in the United States.

Clarifying Objective(s)

AH2.H.4.1: The student will be able to analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, working conditions and labor unrest, New Deal, Wilmington race riots, eugenics, Civil Rights Movement, anti-war protests, Watergate, etc.).

AH2.H.4.2: The student will be able to analyze the economic issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., currency policy, industrialization, urbanization, laissez-faire, labor unrest, New Deal, Great Society, supply-side economics, etc.).

Essential Standard (American History II)

AH2.H.5: The student will be able to understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.

Clarifying Objective

AH2.H.5.1: The student will be able to summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political

and economic systems since Reconstruction (e.g., “separate but equal”, Social Darwinism, social gospel, civil service system, suffrage, Harlem Renaissance, the Warren Court, Great Society programs, American Indian Movement, etc.).

Essential Standard (American History II)

AH2.H.6: The student will be able to understand how and why the role of the United States in the world has changed over time.

Clarifying Objective(s)

AH2.H.6.1: The student will be able to explain how national economic and political interests helped set the direction of United States foreign policy since Reconstruction (e.g., new markets, isolationism, neutrality, containment, homeland security, etc.).

AH2.H.6.2: The student will be able to explain the reasons for United States involvement in global wars and the influence each involvement had on international affairs (e.g., Spanish-American War, World War I, World War II, Cold War, Korea, Vietnam, Gulf War, Iraqi War, etc.).

Essential Standard (American History II)

AH2.H.7: The student will be able to understand the impact of war on American politics, economics, society and culture.

Clarifying Objective(s)

AH2.H.7.1: The student will be able to explain the impact of wars on American politics since Reconstruction (e.g., spheres of influence, isolationist practices, containment policies, first and second Red Scare movements, patriotism, terrorist policies, etc.).

AH2.H.7.2: The student will be able to explain the impact of wars on the American economy since Reconstruction (e.g., mobilizing for war, war industries, rationing, women in the workforce, lend-lease policy, World War II farming gains, GI Bill, etc.).

AH2.H.7.3: The student will be able to explain the impact of wars on American society and culture since Reconstruction (e.g., relocation of Japanese Americans, American propaganda, first and second Red Scare movement, McCarthyism, baby boom, Civil Rights Movement, protest movements, ethnic, patriotism, etc.).

Essential Standard (World History)

WH.H.8: The student will be able to analyze global interdependence and shifts in power in terms of political, economic, social and environmental changes and conflicts since the last half of the Twentieth Century.

Clarifying Objective(s)

WH.H.8.1: The student will be able to evaluate global wars in terms of how they challenged political and economic power structures and gave rise to new balances of power (e.g., Spanish-American War, World War I, World War II, Vietnam War, colonial wars in Africa, Persian Gulf War, etc.).

WH.H.8.2: The student will be able to explain how international crisis has impacted international politics (e.g., Berlin Blockade, Korean War, Hungarian Revolt, Cuban Missile Crisis, OPEC oil crisis, Iranian Revolt, “9/11”, terrorism, etc.).

WH.H.8.3: The student will be able to analyze the “new” balance of power and the search for peace and stability in terms of how each has influenced global interactions since the last half of

the Twentieth Century (e.g., post-World War II, post-Cold War, 1990s globalization, New World Order, global achievements and innovations).

WH.H.8.4: The student will be able to analyze scientific, technological and medical innovations of postwar decades in terms of their impact on systems of production, global trade and standards of living (e.g., satellites, computers, social networks, information highway).

WH.H.8.5: The student will be able to explain how population growth, urbanization, industrialization, warfare and the global market economy have contributed to changes in the environment (e.g., deforestation, pollution, clear cutting, ozone depletion, climate change, global warming, industrial emissions and fuel combustion, habitat destruction, etc.).

WH.H.8.6: The student will be able to explain how liberal democracy, private enterprise and human rights movements have reshaped political, economic and social life in Africa, Asia, Latin America, Europe, the Soviet Union and the United States (e.g., U.N. Declaration of Human Rights, end of Cold War, apartheid, perestroika, glasnost, etc.).

WH.H.8.7: The student will be able to explain why terrorist groups and movements have proliferated and the extent of their impact on politics and society in various countries (e.g., Basque, PLO, IRA, Tamil Tigers, Al Qaeda, Hamas, Hezbollah, Palestinian Islamic Jihad, etc.).

As for the connection points to the North Carolina Standard Course of Study for the stand-alone United States History course, the appropriate goals that are addressed and examined are as follows:

Goal 10: World War II and the Beginning of the Cold War (1930s-1963). The student will be able to analyze United States involvement in World War II and the war's influence on international affairs in following decades.

Goal 11: Recovery, Prosperity, and Turmoil (1945-1980). The student will be able to trace economic, political, and social developments and assess their significance for the lives of Americans during this time period.

Goal 12: The United States since the Vietnam War (1973-Present). The student will be able to identify and analyze trends in domestic and foreign affairs of the United States during this time period.