

Teaching Objectives

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 as early as 2015, so please be mindful that these Essential Standards may not still exist if you use this Curriculum Unit. Please reference www.NCPublicSchools.org for updated information, regarding to the state's curriculum for 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:

As part of Essential Standard AH2.H4 of American History II, the student will be able to analyze how conflict and compromise have shaped politics, economics and culture in the United States. Within this Essential Standard, 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.), as part of clarifying objective AH2.H.4.1. Also according to clarifying objective 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.).

As part of Essential Standard AH2.H.5 of American History II, 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. Within this Essential Standard, 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.), as part of clarifying objective AH2.H.5.1.

As part of Essential Standard AH2.H.6 American History II, the student will be able to understand how and why the role of the United States in the world has changed over time. Within this Essential Standard, 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.), as part of clarifying objective AH2.H.6.1. Also according to clarifying objective 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.).

As part of Essential Standard AH2.H.7 of American History II, the student will be able to understand the impact of war on American politics, economics, society and culture. Within this Essential Standard, 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.), as part of clarifying objective AH2.H.7.1. Also according to clarifying objective 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.). With clarifying objective AH2.H.7.3, the student will also 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.).

As part of Essential Standard WH.H.8 of World History, 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. Within this Essential Standard, 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.), as part of clarifying objective WH.H.8.1. Also according to clarifying objective 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.). With clarifying objective WH.H.8.3, the student will also 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). The student will also 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), according to clarifying objective WH.H.8.4.

Continuing within the previous Essential Standard of WH.H.8 of World History, 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.), as part of clarifying objective WH.H.8.5. Also according to clarifying objective 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.). And finally within this Essential Standard, in accordance with clarifying objective, 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.).