

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**INTERNATIONAL BACCALAUREATE PROGRAM**

# **HISTORY OF THE AMERICAS HL, YEAR 2**

Grade Level: 12

Credits: 5

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 29, 2016**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

# **FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

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## IB HISTORY HL YEAR 2

### COURSE PHILOSOPHY

The International Baccalaureate Organization provides the following philosophy: *“History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance. History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today. The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.”*

### COURSE DESCRIPTION

The International Baccalaureate Organization provides the following description: *“Students at . . . higher level (HL) are presented with a syllabus that has a common core consisting of prescribed subjects and topics in world history. . . Students at HL are also required to undertake an in-depth study of three sections from one of the HL regional options.”* Students will also carry out a historical investigation. IB History HL will include the following topics over two years of study: *The Move to Global War; Causes and Effects of 20<sup>th</sup> Century Wars; The Cold War: Superpower Tensions and Rivalries (20th century); The Great Depression and the Americas (1920s to 1939); The Second World War and the Americas (1933-1945); The Cold War and the Americas (1945-1981); and Civil Rights and Social Movements and the Americas (post 1945); Civil Rights and Social Movements in the Americas; and Rights and Protest.*

## COURSE SUMMARY

### COURSE GOALS

CG1: Students will analyze conflicts and resolutions and their effects on the twentieth century.

CG2: Students will draw conclusions about the connections between the causes and effects of economic, political, and social change in the twentieth century.

CG3: Students will analyze the global struggles for rights and freedoms in the mid-to-late twentieth centuries in America and around the world.

### COURSE ENDURING UNDERSTANDINGS

CEU1: Conflict resolution is a process that requires in-depth analysis and understanding of multiple perspectives.

CEU2: Economic, political, and social change in the twentieth century are interconnected, having effects on one another.

CEU3: Segregation and oppression are the manifestation of political and social struggles.

### COURSE ESSENTIAL QUESTIONS

CEQ1a: Why do conflicts arise between nations or regions?

CEQ1b: Are multiple solutions to individual issues/crises essential?

CEQ2a: Are political, social, and economic change always interconnected?

CEQ2b: How do international relationships fuel political, social, and economic developments?

CEQ3a: Should nations sacrifice equality for national and/or international peace?

CEQ3b: How do leaders affect the momentum and trajectory of social movements?

**UNIT GOALS & PACING**

<b>UNIT TITLE</b>	<b>UNIT GOALS</b>	<b>RECOMMENDED DURATION</b>
<a href="#"><u>1: Cold War-- Superpower Tensions and Rivalries: Origins of the Cold War (1945-1960)</u></a>	Students will analyze how the end of WWII led to an international rivalry that split the world into two separate camps, having wide-reaching political, social, military, and economic effects.	10-12 weeks
<a href="#"><u>2: Cold War-- Superpower Tensions and Rivalries: The Second Half of the Cold War (1960-1991)</u></a>	Students will connect the escalating Cold War tensions to global crises and international challenges, synthesizing the relationship between heightening international conflict and the fight for global dominance between America and the Soviet Union.	10-12 weeks
<a href="#"><u>3: Rights and Protest: Apartheid and Civil Rights Movements in the Americas</u></a>	Students will connect the rise of civil rights movements around the world to the political, social, and economic changes of the post-war world.	8-10 weeks

**UNIT OVERVIEW**

**UNIT LEARNING GOALS**

Students will analyze how the end of WWII led to an international rivalry that split the world into two separate camps with wide-reaching political, social, military, and economic effects.

4	In addition to score 3 performances, the student can synthesize the information from the unit to draw connections to the modern era, evaluating how the politics of the Cold War have had broad and far-reaching consequences on modern social, economic, military, and political issues.
3	<p>The student can:</p> <ul style="list-style-type: none"> <li>• critique the short- and long-term effects of individual countries’ agendas on global relationships;</li> <li>• explain the polarization of the world into two camps in terms of containment and expansion, as well as the growing influence of communism and democracy around the world;</li> <li>• apply concepts learned in the unit on WWII to evaluate how the rise of two global superpowers with conflicting ideologies shaped the post-war world;</li> <li>• connect the rebuilding of Europe and Asia to the rise of tensions between the United States and the Soviet Union;</li> <li>• investigate the relationship between the United States and the Soviet Union to hypothesize how the world will be forever altered by the Cold War;</li> <li>• analyze whether the fault for the Cold War lay with the United States or the Soviet Union;</li> <li>• assess how the growing global conflict between the United States and the Soviet Union had an effect on internal social and political changes in individual nations.</li> </ul>
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.
ENDURING UNDERSTANDINGS	
EU1: International competition has far-reaching consequences.	<p>EQ1a: Does international power always lead to conflict?</p> <p>EQ1b: Do powerful nations have a right and responsibility to influence world decisions?</p> <p>EQ1c: Why do conflicts arise between nations or regions?</p>
EU2: Economic, political, and social change in the twentieth century are interconnected, having effects on one another.	<p>EQ2a: How do international relationships fuel political, social, and economic developments?</p> <p>EQ2b: Can political change, social change, or economic change exist in a vacuum?</p>
EU3: Words and actions can have as profound an impact as military conflict.	<p>EQ3a: Can something be called a war if there are no direct military confrontations between the nations in conflict?</p> <p>EQ3b: How can a nation's political policies shape the international world?</p>

**COMMON ASSESSMENT**

ALIGNMENT	DESCRIPTION
LG1 EU 1, 2, 3 EQ 1a-c, 2a-b, 3a-b 6.1.12.D.11.e 6.1.12.A.12.a, b, c 6.1.12.B.12.a 6.1.12.C.12.a, c 6.1.12.D.12.b, c 6.1.12.D.14.a 11-12.WHST.1, 2d, 4, 10 DOK 3	<p>Students will write a paper modeled after Paper 2 (as taken from the IB Curriculum Guide, but modified to reflect the unit of study). This is a one-hour, thirty-minute assessment. It can either be modified to fit in the class period, taken over two class periods, or a special circumstance can be worked out by where the students get an extended block of time in class to complete the assignment. The wording below is directly from the IB curriculum guide.</p> <p>This paper consists of two questions for each of the unit topics. Students must answer two questions, each selected from a different topic. Some comparative questions on this paper require that examples be drawn from more than one region. When the word "region" is used in a Paper 2 question, it refers to one of the four regional options defined by the world map in the introduction to the world history topics in the "World history topics" section.</p> <p>The maximum mark for this paper is 30. The paper is marked using a specific markscheme (rubric).</p>

## TARGETED STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
38 <sup>th</sup> Parallel arms race Berlin Berlin Airlift	Analyze how the causation of World War II, the actions during World War II, and the changing world after World War II necessitated the creation of new world organizations to protect the rights of individuals and nations alike (DOK 3)	6.1.12.D.11.e Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
Berlin Blockade brinkmanship Chiang Kai-Shek Chinese Civil War Cold War containment duck-and-cover drills Dwight D. Eisenhower Eisenhower Doctrine Fidel Castro Germany Harry Truman	Compare and contrast the political ideologies of the United States and the Soviet Union (DOK 2)  Explain the advancement of the Cold War in terms of American and Soviet control over war torn Europe (DOK 2)  Compare and contrast the reaction of the United States to the heightening Cold War to the reactions of other nations to the heightening Cold War (DOK 2)  Critique the actions of the United States and the Soviet Union in terms of advancing and prolonging the Cold War (DOK 3)	6.1.12.A.12.a Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts.
H-bomb Hungarian Revolution Interstate Highway Act Iron Curtain John Foster Dulles	Connect the expansion of federal powers to the heightening Cold War tensions (DOK 3)  Construct an argument defending or refuting the merit of the expansion of presidential powers during the Cold War (DOK 4)	6.1.12.A.12.b Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
Josef Stalin Julius & Ethel Rosenberg Korean War	Analyze the impact of upheaval and conflict in the Middle East on Cold War tensions, American Cold War policy, and American foreign policy (DOK 3)	6.1.12.A.12.c Explain how the Arab-Israeli conflict influenced American foreign policy.
Mao ZeDong Marshall Plan Massive Retaliation McCarthyism NASA NATO Nikita Khrushchev Open Skies Proposal satellite nations Space Race Sputnik Suez Canal Crisis Taiwan Truman Doctrine U-2 Incident	Compare and contrast the different plans for containment that the United States implemented in the post-war years, evaluating their effectiveness and their merit (DOK 2)  Analyze the effectiveness and necessity of the containment policies of the Cold War presidents (DOK 3)  Analyze the role of the United States in influencing the rebuilding of Europe after World War II and the growth of Cold War tensions (DOK 3)	6.1.12.B.12.a Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post-World War II period.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
(continued)  United Nations Warsaw Pact Yalta Conference	<p>Analyze how the growth of the Space Race led to a growth in consumer technology and military technology during the Cold War (DOK 3)</p> <p>Connect the growth of the Space Race to the growth of American and Soviet nuclear power (DOK 3)</p> <p>Assess the validity of United States' fears during the Cold War (DOK 4)</p>	<p>6.1.12.C.12.a Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.</p>
	<p>Analyze how Cold War fears led to a growth in the sciences and in consumer and military technology in the United States (DOK 3)</p> <p>Assess the impact of the growth of military, scientific, and consumer advancements on the life of average Americans (DOK 4)</p>	<p>6.1.12.C.12.c Analyze how scientific advancements impacted the national and global economies and daily life.</p>
	<p>Explain the rise of the communist witch hunts in terms of domestic fears, military exploits, and the growing arms race (DOK 2)</p> <p>Compare and contrast the reaction of the United States and other nations to the heightening Cold War (DOK 2)</p> <p>Analyze how the American public reacted to the growing tensions of the Cold War through hysteria and fear (DOK 4)</p> <p>Critique the American domestic reaction to the Cold War, comparing and contrasting to other periods of intolerance and fear in American and world history (DOK 4)</p>	<p>6.1.12.D.12.b Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.</p>
	<p>Compare and contrast the reaction of the United States and other nations to the heightening Cold War (DOK 2)</p> <p>Connect the proliferation of nuclear weaponry to the heightening Cold War tensions worldwide (DOK 3)</p> <p>Assess the impact of the nuclear arms race on national and international policies, looking at short-term and long-term global effects (DOK 3)</p>	<p>6.1.12.D.12.c Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.</p>

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
(same as above)	<p>Compare and contrast the reaction of the United States and other nations to the heightening Cold War (DOK 2)</p> <p>Explain the rise of the communist witch hunts in terms of domestic fears, military exploits, and the growing arms race (DOK 2)</p> <p>Analyze the American public's reaction to the growing tensions of the Cold War through hysteria and fear (DOK 3)</p> <p>Critique the American domestic reaction to the Cold War, comparing and contrasting to other periods of intolerance and fear in American and world history (DOK 4)</p> <p>Assess the impact of the nuclear arms race on national and international policies, looking at short-term and long-term global effects (DOK 4)</p>	6.1.12.D.14.a Determine the relationship between United States domestic and foreign policies.
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
annotated bibliography annotation of primary source documents and secondary source documents comparison and contrast of primary source and secondary source documents evaluating bias evaluative question historiography OPVCL primary source secondary source	<p>Identify the textual evidence that supports analysis of primary and secondary sources (DOK 2)</p> <p>Explain inferences drawn from the text (DOK 2)</p>	11-12.RH.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>Explain the relationship between the key details and central idea(s) of a text (DOK 2)</p> <p>Analyze how two or more central ideas of a text interact and build on one another to provide a complex analysis (DOK 2)</p> <p>Interpret how the text supports the themes or central ideas to produce a complex account of the key details and ideas (DOK 2)</p> <p>Write an accurate summary of the central ideas that makes clear the relationships among the key details and ideas (DOK 3)</p>	11-12.RH.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.
	<p>Interpret the meaning of words and phrases in a text (DOK 2)</p> <p>Interpret how the author uses and refines the meaning of key words throughout the text (DOK 2)</p>	11-12.RH.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 (e.g., how Madison defines faction in Federalist No. 10).

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(same as above)	Assess the authors' claims, reasoning, and evidence as used to present their points of view (DOK 2)	11-12.RH.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
	Evaluate the author's premises, claims, and evidence in a text (DOK 2)	11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
	Compare and contrast information from multiple diverse sources about the same idea or event (DOK 2)	11-12.RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
	Analyze information from multiple diverse sources about the same idea or event for discrepancies (DOK 2)	
	Write arguments introducing a precise, knowledgeable claim(s) (DOK 4)	11-12.WHST.1 Write arguments focused on discipline-specific content.
	Write arguments establishing the significance of the claims (DOK 4)	
	Write arguments distinguishing a claim from alternate or opposing claims (DOK 4)	
	Write informative/explanatory texts developing a topic with well-chosen, relevant, sufficient facts appropriate to the audience's knowledge of the topic (DOK 4)	11-12.WHST.2b 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.
	Write informative/explanatory texts using precise, domain specific language to manage the complexity of the topic (DOK 4)	11-12.WHST.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
	Write arguments and informative/explanatory texts, incorporating narrative elements effectively to analyze important individual or historical events (DOK 4)	11-12.WHST.3 In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.
Produce clear and coherent writing in which the development, organization, and style is appropriate to task, purpose, and audience (DOK 4)	11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Use technology to produce, publish, and update individual or shared writing products (DOK 3)	11-12.WHST.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
Use technology to include new arguments or information (DOK 3)		

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(same as above)	<p>Conduct short and sustained research projects to answer a question or solve a problem (including a self-generated question) (DOK 3)</p> <p>Conduct short and sustained research projects to narrow or broaden a topic as appropriate (DOK 3)</p> <p>Conduct short and sustained research projects to synthesize multiple sources on a subject (DOK 3)</p> <p>Conduct short and sustained research projects to demonstrate understanding of the subject under investigation (DOK 3)</p>	<p>11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
	<p>Assess the strengths and limitations of each source in terms of the specific task, purpose, and audience (DOK 2)</p> <p>Integrate information into text selectively to maintain flow of ideas (DOK 2)</p> <p>Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively (DOK 2)</p> <p>Avoid plagiarism by properly citing information from other sources (DOK 3)</p> <p>Avoid overreliance on any one source by using multiple sources and media (DOK 3)</p> <p>Follow a standard format for citation (DOK 3)</p>	<p>11-12.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any on source and following a standard format for citation.</p>
	<p>Draw evidence from informational text to support analysis, reflection, and research (DOK 2)</p>	<p>11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
	<p>Taking time for reflection and revision, write routinely over extended time frames for a range of tasks, purposes, and audiences (DOK 4)</p>	<p>11-12.WHST.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

**UNIT OVERVIEW**

**UNIT LEARNING GOALS**

Students will connect the escalating Cold War tensions to global crises and international challenges, synthesizing the relationship between heightening international conflict and the fight for global dominance between America and the Soviet Union.

4	In addition to score 3 performances, the student can apply concepts learned in the unit to modern problems, making the connection between Cold War conflicts and modern crises.
3	<p>The student can:</p> <ul style="list-style-type: none"> <li>• cite evidence that the ongoing Cold War affected nations seemingly unconnected to the conflict between the United States and the Soviet Union;</li> <li>• connect the thawing and escalating Cold War tensions to varied global political, social, economic, and military changes;</li> <li>• develop a logical argument as to why the United States emerged victorious from the Cold War;</li> <li>• assess why the Soviet Union adopted broad economic and political changes in the latter half of the Cold War;</li> <li>• investigate the factors that led to either increased or decreased tension between the United States and the Soviet Union during the Cold War.</li> </ul>
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

**ENDURING UNDERSTANDINGS**

**ESSENTIAL QUESTIONS**

EU1: International competition has far-reaching consequences.	EQ1a: Why is it important to learn history? EQ1b: Do solutions to international rivalries put the issue to rest or are there far reaching consequences?
EU2: Economic, political, and social change in the twentieth century are interconnected, having effects on one another.	EQ2a: How do international relationships fuel political, social, and economic developments? EQ2b: Can political change, social change, or economic change exist in a vacuum?
EU3: International conflict arises when a power vacuum exists in the world.	EQ3: Is it necessary to have a major world power shaping the world?

**COMMON ASSESSMENT**

ALIGNMENT	DESCRIPTION
LG1 EU 1-3 EQ 1a-b, 2a-b, 3 6.1.12.A.12.a, b 6.1.12.C.12.c 6.1.12.D.12.a, c, d, e 6.1.12.D.14.a 6.1.12.A.15.a, b, c, d, f 6.1.12.C.15.a 6.1.12.D.15.b, c, d 6.1.12.A.16.a 11-12.WHST.1, 2d, 4, 10 DOK 3, 4	<p>Students will write a paper modeled after Paper 3 (as taken from the IB Curriculum Guide, but modified to reflect the unit of study). This is a two-hour, thirty-minute assessment. It can either be modified to fit in the class period, taken over four class periods, or a special circumstance can be worked out by where the students get an extended block of time in class to complete the assignment. The wording below is directly from the IB curriculum guide.</p> <p>The Paper 3 examination for each regional option will consist of 36 questions, consisting of two extended-response questions on each of the 18 sections specified for the regional option. Students must answer any three questions. Questions that refer to specific countries, events, or people are restricted to those listed in the syllabus descriptions.</p> <p>The maximum mark for this paper is 45. The paper is marked using a specific markscheme (rubric).</p>

## TARGETED STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
1980 Olympics Afghanistan Alliance for Progress Ayatollah Khomeini Bay of Pigs Berlin Wall Brandenburg Gate speech Camp David Accords China conservatism Cuban Missile Crisis détente Fidel Castro Flexible Response glasnost Grenada Gulf of Tonkin Resolution Hezbollah hotline human rights ICBMs INF Treaty Iran Hostage Crisis Iran-Contra Affair Jimmy Carter John F. Kennedy Libya Lyndon B. Johnson Mikhail Gorbachev Moral Majority Muammar Gaddafi New Left OPEC Organization of Eastern Caribbean States Pentagon Papers perestroika Richard Nixon Ronald Reagan	Construct a logical argument, connecting United States’ governmental policies to the rise of independence movements globally (DOK 3)  Connect the rising and ebbing tensions of the Cold War to the rising and ebbing internal conflicts in developing nations globally (DOK 3)	6.1.12.D.12.a Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
	Critique American antiwar protesters’ responses to the conflict in Vietnam while comparing their approaches with other antiwar movements in American history (DOK 3)  Differentiate between the geopolitical, social, and cultural conditions that existed at various moments in American history that speak to the varied levels of support for the government and military in times of conflict (DOK 3)	6.1.12.D.12.d Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.
	Explain the growth of public disdain towards the Vietnam War to the emergence of the concept of “the living room war” (DOK 2)  Compare the public’s reaction to the Vietnam War to public reaction towards previous American military conflicts, analyzing the factors that contributed to the national sentiment (DOK 3)	6.1.12.D.12.e Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.
	Develop a logical argument that addresses the key factors that led to the collapse of the Soviet Union and communism in Eastern Europe (DOK 3)  Assess the validity of American actions in bringing about the end of the Cold War, highlighting key events, initiatives, and individuals who were influential in this global shift (DOK 4)	6.1.12.A.15.a Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.
	Compare and contrast American foreign and domestic policies during the Cold War era, indicating where one influenced the other (DOK 2)  Critique the effectiveness of American foreign and domestic policies during the Cold War era, analyzing their long- and short-term impacts domestically and globally (DOK 3)	6.1.12.A.15.b Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
(continued) SALT treaty Sandinistas Strategic Defense Initiative (Star Wars) Vietnam War Yom Kippur War	<p>Compare and contrast the reaction of the United States and other nations to the heightening Cold War (DOK 2)</p> <p>Critique the effectiveness of American foreign and domestic policies during the Cold War era, analyzing their long- and short-term impacts domestically and globally (DOK 3)</p> <p>Analyze the factors that led to détente as well as to a heightening of Cold War tensions, synthesizing evidence into a cohesive argument about the role American politics played in shaping global relations (DOK 4)</p>	6.1.12.A.15.c Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
	<p>Analyze the influence the military-industrial complex had on the US-Soviet arms race, and speculate whether strict ideological differences alone were the main motivating factor which led to mass militarization (DOK 3)</p> <p>Critique American efforts to both limit and expand American and global nuclear power, assessing for effectiveness, usefulness, and long-term impact on global nuclear proliferation (DOK 4)</p>	6.1.12.A.15.d Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
	<p>Construct a logical argument, connecting United States' governmental policies to the rise of independence movements globally (DOK 3)</p> <p>Connect the rising and ebbing tensions of the Cold War to the rising and ebbing internal conflicts in developing nations globally (DOK 3)</p> <p>Analyze American motivation for intervening in the political, economic, and social changes taking place in developing nations globally (DOK 3)</p>	6.1.12.A.15.f Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
	<p>Connect America's growing industrial strength and the growth of technology to the nation's growing dependence on foreign oil, proving that this dependence on oil motivated and shaped America's foreign policy actions (DOK 3)</p> <p>Analyze the factors that led to a rise in America's dependence on foreign oil, and assess the impact this had on American politics and power (DOK 3)</p>	6.12.C.15.a Relate the role of America's dependence on foreign oil to its economy and foreign policy.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
(same as above)	<p>Compare and contrast varying nation’s views of American activities around the world (DOK 2)</p> <p>Critique the actions of America in its role as the “world’s policeman,” especially in terms of its actions toward the Soviet Union, toward developing nations, and within various Cold War conflicts (DOK 3)</p>	<p>6.1.12.D.15.b Compare the perspectives of other nations and the United States regarding United States foreign policy.</p>
	<p>Evaluate the causation of religious tensions and historic differences in the Middle East, connecting these tensions to conflict and hostility in the region, identifying the role the United States and other nations of the world played in these tensions (DOK 3)</p> <p>Critique the actions of the United States in the Middle East, identifying the impact these actions had on the tensions and hostilities in the region (DOK 3)</p>	<p>6.1.12.D.15.c Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.</p>
	<p>Identify the issues and events that led to the rise of terrorist groups worldwide, indicating the impact these groups have had on global affairs (DOK 2)</p> <p>Explain the rise of terrorist groups globally in terms of Cold War tensions, unresolved conflicts over land and resources from World War II, and the interference of world powers on developing nations. (DOK 2)</p>	<p>6.1.12.D.15.d Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.</p>
	<p>Compare and contrast the reactions of Americans to pre-Cold War conflicts and wars to Cold War conflicts and wars, indicating the role media played in this shift (DOK 2)</p> <p>Connect the rise of the news media with the growing American disillusionment with the Cold War, the office of the Presidency, and the role of America as “world policeman” (DOK 3)</p>	<p>6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.</p>

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
conservatism Cuban Missile Crisis ICBMs INF Treaty New Left	Construct an argument defending or refuting the merit of the expansion of presidential powers during the Cold War (DOK 3)  Connect the expansion of federal powers to the heightening Cold War tensions (DOK 3)	6.1.12.A.12.b Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
OPEC SALT Treaty Strategic Defense Initiative	Analyze the impact of upheaval and conflict in the Middle East on Cold War tensions, American Cold War policy, and American foreign policy (DOK 3)	6.1.12.A.12.c Explain how the Arab-Israeli conflict influenced American foreign policy.
(Star Wars) Vietnam War Yom Kippur War	Evaluate how Cold War fears led to a growth in the sciences and in consumer and military technology in the United States (DOK 3)  Analyze the impact of the growth of military, scientific, and consumer advancements on the life of average Americans (DOK 3)	6.1.12.C.12.c Analyze how scientific advancements impacted the national and global economies and daily life.
	Compare and contrast the reaction of the United States and other nations to the heightening Cold War (DOK 2)  Connect the proliferation of nuclear weaponry to the heightening Cold War tensions worldwide (DOK 3)  Analyze the impact of the nuclear arms race on national and international policies, looking at short-term and long-term global effects (DOK 3)	6.1.12.D.12.c Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.
	Analyze the impact of the nuclear arms race on national and international policies, looking at short-term and long-term global effects (DOK 3)  Critique the American domestic reaction to the Cold War, comparing and contrasting to other periods of intolerance and fear in American and world history (DOK 4)	6.1.12.D.14.a Determine the relationship between United States domestic and foreign policies.

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annotated bibliography annotation of primary source documents and secondary source documents comparison and contrast of primary source and secondary source documents evaluating bias evaluative question External Assessment historiography Internal Assessment OPVCL Paper 1 Paper 2 Paper 3 primary source secondary source	Identify the textual evidence that supports analysis of primary and secondary sources (DOK 2)  Explain inferences drawn from the text (DOK 2)	11-12.RH.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.
	Explain the relationship between the key details and central idea(s) of a text (DOK 2)  Analyze how two or more central ideas of a text interact and build on one another to provide a complex analysis (DOK 2)  Interpret how the text supports the themes or central ideas to produce a complex account of the key details and ideas (DOK 2)  Write an accurate summary of the central ideas that makes clear the relationships among the key details and ideas (DOK 3)	11-12.RH.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.
	Interpret the meaning of words and phrases in a text (DOK 2)  Interpret how the author uses and refines the meaning of key words throughout the text (DOK 2)	11-12.RH.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 (e.g., how Madison defines faction in Federalist No. 10).
	Assess the authors' claims, reasoning, and evidence as used to present their points of view (DOK 2)	11-12.RH.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
	Evaluate the author's premises, claims, and evidence in a text (DOK 2)	11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
	Compare and contrast information from multiple diverse sources about the same idea or event (DOK 2)  Analyze information from multiple diverse sources about the same idea or event for discrepancies (DOK 2)	11-12.RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
	Write arguments introducing a precise, knowledgeable claim(s) (DOK 4)  Write arguments establishing the significance of the claims (DOK 4)  Write arguments distinguishing a claim from alternate or opposing claims (DOK 4)	11-12.WHST.1 Write arguments focused on discipline-specific content.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(same as above)	Write informative/explanatory texts developing a topic with well-chosen, relevant, sufficient facts appropriate to the audience's knowledge of the topic (DOK 4)	11-12.WHST.2b 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.
	Write informative/explanatory texts using precise, domain specific language to manage the complexity of the topic (DOK 4)	11-12.WHST.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
	Write arguments and informative/explanatory texts, incorporating narrative elements effectively to analyze important individual or historical events (DOK 4)	11-12.WHST.3 In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.
	Produce clear and coherent writing in which the development, organization, and style is appropriate to task, purpose, and audience (DOK 4)	11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Use technology to produce, publish, and update individual or shared writing products (DOK 3)	11-12.WHST.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	Use technology to include new arguments or information (DOK 3)	
	<p>Conduct short and sustained research projects to answer a question or solve a problem (including a self-generated question) (DOK 3)</p> <p>Conduct short and sustained research projects to narrow or broaden a topic as appropriate (DOK 3)</p> <p>Conduct short and sustained research projects to synthesize multiple sources on a subject (DOK 3)</p> <p>Conduct short and sustained research projects to demonstrate understanding of the subject under investigation (DOK 3)</p>	11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(same as above)	<p>Assess the strengths and limitations of each source in terms of the specific task, purpose, and audience (DOK 2)</p> <p>Integrate information into text selectively to maintain flow of ideas (DOK 2)</p> <p>Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively (DOK 2)</p> <p>Avoid plagiarism by properly citing information from other sources (DOK 3)</p> <p>Avoid overreliance on any one source by using multiple sources and media (DOK 3)</p> <p>Follow a standard format for citation (DOK 3)</p>	<p>11-12.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any on source and following a standard format for citation.</p>
	<p>Draw evidence from informational text to support analysis, reflection, and research (DOK 2)</p>	<p>11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
	<p>Taking time for reflection and revision, write routinely over extended time frames for a range of tasks, purposes, and audiences (DOK 4)</p>	<p>11-12.WHST.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

**UNIT OVERVIEW**

**UNIT LEARNING GOALS**

Students will connect the rise of civil rights movements around the world to the political, social, and economic changes of the post-war world.

4	In addition to score 3 performances, the student can synthesize the information learned in the unit and connect it to current civil rights issues, evaluating the impact of historical rights movements around the world on the modern era.
3	<p>The student can:</p> <ul style="list-style-type: none"> <li>• analyze the factors that led to the rise of rights movements in the Americas and abroad;</li> <li>• connect the goals of the different rights movements to the political, economic, and social changes nationally and internationally;</li> <li>• critique the strategies used by different leaders to gain rights within their own society;</li> <li>• differentiate between the goals and actions of different rights movements, analyzing their effectiveness;</li> <li>• investigate the different methods used by leaders and participants of different rights movements, connecting these methods with the goals that the movements aimed to achieve.</li> </ul>
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.
ENDURING UNDERSTANDINGS	
CEU3: Segregation and oppression are the manifestation of political and social struggles.	<b>ESSENTIAL QUESTIONS</b>
EU1: Increasing pluralism in society leads to a redefinition of the role and responsibility of the government.	CEQ3a: Should nations sacrifice equality for national and/or international peace?
	CEQ3b: How do leaders affect the momentum and trajectory of social movements?
	EQ1a: Does the government have the responsibility to meet the needs of all citizens? EQ1b: What does “equality” mean? EQ1c: Is equal access to social, political, and economic opportunities essential for equal chances at success?

## COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION		
LG1 CEU3, EU1 CEQ3a-b, EQ1a-c 6.1.12.A.6.c 6.1.12.D.8.a, b 6.1.12.A.13.b 6.1.12.B.13.a 6.1.12.C.13.a 6.1.12.D.13.a, b 11-12.WHST.1, 2d, 4, 10 DOK 3	Students will write a paper modeled after Paper 1 (as taken from the IB Curriculum Guide, but modified to reflect the unit of study). This is a one-hour assessment. It can either be modified to fit in the class period, taken over two class periods, or a special circumstance can be worked out by where the students get an extended block of time in class to complete the assignment. The wording below is directly from the IB curriculum guide.		
	The paper will contain four sources. Sources will be primary or a mixture of primary and secondary, and may be written, pictorial, or diagrammatic. The paper will consist of four questions, and students must answer all four questions. Some questions will be answered using only evidence from one or more of the sources, as indicated. In other questions, students will be asked to use their own knowledge of the subject as well as evidence contained in the sources.		
	First question, part A	This question will test understanding of one of the sources.	3 marks
	First question, part B	This question will test understanding of one of the sources.	2 marks
	Second question	This question will ask students to analyze the value and limitations of one of the sources. In their analysis of value and limitations, students should refer to the origin, purpose, and content of the specified source.	4 marks
	Third question	This question will ask students to compare and contrast what two of the sources reveal to a historian studying the particular aspect of the prescribed subject.	6 marks
	Fourth question	This will be an evaluative question that asks students to draw on both the sources and their own knowledge.	9 marks
The maximum mark for this paper is 24. The paper is marked using a specific markscheme (rubric).			



DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
(continued) <i>Plessy v. Ferguson</i> poll tax Rivonia trial Rosa Parks SCLC segregation Sharpeville massacre sit-ins SNCC South African Communist Party (SACP) Thurgood Marshall Umkhonto we Sizwe--“Spear of the Nation” (MK) Voting Rights Act of 1965 W.E.B. DuBois	Explain the impact the actions of individuals and groups had on the struggle for civil and human rights, paying special attention to specific campaigns and leaders (DOK 2)	6.1.12.C.13.a Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.
	Show the connection between the momentum and success of the rights movements to the impact that specific economic actions had on those who perpetrated the human rights abuses (DOK 3)	6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
	Identify the causes that led to the creation of African American advocacy organizations, and the effects that those organizations had on the Civil Rights movement (DOK 2)	6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
	Assess the importance of African American advocacy organizations in bringing about governmental action in the American Civil Rights movement (DOK 3)  Connect the perpetration of slavery in American history and the growth of hate groups and restrictive laws in the post-Civil War period to the need for governmental action and intervention to ensure equal rights for all (DOK 3)	6.1.12.D.13.b Compare and contrast the leadership and ideology of Martin Luther King, Jr. and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
Compare and contrast the role and results of the American civil rights groups, and the South African civil rights groups (DOK 2)  Critique the actions of both non-violent leaders and violent leaders in the Civil Rights Movement, paying special attention to the impact these actions had on the momentum and success of the movement (DOK 3)		

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	Explain the relationship between the key details and central idea(s) of a text (DOK 2)  Analyze how two or more central ideas of a text interact and build on one another to provide a complex analysis (DOK 2)  Interpret how the text supports the themes or central ideas to produce a complex account of the key details and ideas (DOK 2)  Write an accurate summary of the central ideas that makes clear the relationships among the key details and ideas (DOK 3)	11-12.RH.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.
	Interpret the meaning of words and phrases in a text (DOK 2)  Interpret how the author uses and refines the meaning of key words throughout the text (DOK 2)	11-12.RH.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 (e.g., how Madison defines faction in Federalist No. 10).
	Assess the authors' claims, reasoning, and evidence as used to present their points of view (DOK 2)	11-12.RH.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
	Evaluate the author's premises, claims, and evidence in a text (DOK 2)	11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
	Compare and contrast information from multiple diverse sources about the same idea or event (DOK 2)  Analyze information from multiple diverse sources about the same idea or event for discrepancies (DOK 2)	11-12.RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
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	Use technology to produce, publish, and update individual or shared writing products (DOK 3)	11-12.WHST.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	Use technology to include new arguments or information (DOK 3)	
	Conduct short and sustained research projects to answer a question or solve a problem (including a self-generated question) (DOK 3)	11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	Conduct short and sustained research projects to narrow or broaden a topic as appropriate (DOK 3)	
Conduct short and sustained research projects to synthesize multiple sources on a subject (DOK 3)		
Conduct short and sustained research projects to demonstrate understanding of the subject under investigation (DOK 3)		

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	<p>Draw evidence from informational text to support analysis, reflection, and research (DOK 2)</p>	<p>11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
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