

## **U.S. History II 2006**

**COURSE DESCRIPTION:** The main body of this course begins with the changes in American society in the 1920's, its return to isolationism after World War I, and its effects on United States' policies during the decades immediately thereafter and continuing to the present. An examination of economic changes, cultural developments and political evaluations will occur, taking into account their effects on both domestic and foreign relations. Students are expected to read and analyze primary sources of the period. Research is required.

### **CORE CURRICULUM CONTENT STANDARDS:**

**STANDARD 6.1 (SOCIAL STUDIES SKILLS) ALL STUDENTS WILL UTILIZE HISTORICAL THINKING, PROBLEM SOLVING, AND RESEARCH SKILLS TO MAXIMIZE THEIR UNDERSTANDING OF CIVICS, HISTORY, GEOGRAPHY, AND ECONOMICS.**

**STANDARD 6.2 (CIVICS) ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN THE NATION AND THE WORLD.**

**STANDARD 6.3 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.**

**STANDARD 6.4 (UNITED STATES AND NEW JERSEY HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF UNITED STATES AND NEW JERSEY HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE.**

**STANDARD 6.5 (ECONOMICS) ALL STUDENTS WILL ACQUIRE AN UNDERSTANDING OF KEY ECONOMIC PRINCIPLES.**

**STANDARD 6.6 (GEOGRAPHY) ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT.**

### **CUMULATIVE PROGRESS INDICATORS:**

#### **6.1 Social Studies Skills**

1. Analyze how historical events shape the modern world.
2. Formulate questions and hypotheses from multiple perspectives, using multiple sources.
3. Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
4. Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.

5. Evaluate current issues, events, or themes and trace their evolution through historical periods.
6. Apply problem-solving skills to national, state, or local issues and propose reasoned solutions.
7. Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.
8. Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.

## 6.2 Civics

### A. Civic Life, Politics, and Government

1. Analyze how reserved and jointly held powers in the United States Constitution result in tensions among the three branches of government and how these tensions are resolved (e.g., *Marbury v. Madison*-1803; *Federalist #78*; *United States v. Nixon*-1974, claims of Executive Privilege by Presidents Nixon, Clinton, and Bush).
2. Apply the concept of the rule of law to contemporary issues (e.g., impeachment of President Clinton, use of Executive Privilege, recess appointments to federal courts, the Senate's advise and consent process, and the use of litmus tests).
3. Analyze how individual responsibility and commitment to law are related to the stability of American society.
4. Evaluate competing ideas about the purpose of the national and state governments and how they have changed over time (e.g., the American version of federalism, the powers of the federal government and the states, differing interpretations of Article I, Sections 8-10).
5. Discuss how participation in civic and political life can contribute to the attainment of individual and public good.
6. Evaluate ways that national political parties influence the development of public policies and political platforms, including political action committees, McCain-Feingold Act, platform committees, and political campaigns.
7. Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper and television polls) and how public opinion can be influenced by the government and the media.

### B. American Values and Principles

1. Analyze major historical events and important ideas that led to and sustained the constitutional government of the United States, including the Constitutional Convention of 1787, the Judiciary Act of 1789, the first Cabinet under George Washington, and Amendments 1-15.
2. Propose and justify new local, state, or federal governmental policies on a variety of contemporary issues (e.g., definition of marriage, voting systems and procedures, censorship, religion in public places).
3. Describe historic and contemporary efforts to reduce discrepancies between ideals and reality in American public life, including Amendments 13-15, the Civil Rights Acts of 1866 and 1875, the Abolitionist movement, the Civil War, and the end of slavery in the United States.
4. Discuss how a common and shared American civic culture is based on commitment to central ideas in founding-era documents (e.g., United States Constitution) and in core documents of subsequent periods of United States history (e.g., Washington's Farewell Address; Seneca Falls Declaration of Sentiments and Resolutions-1848; The Gettysburg Address; President Franklin Roosevelt's "Four Freedoms" speech - 1941; President Kennedy's Inaugural Address-1961; the 17th, 19th, and 24th Amendments; Martin Luther King Jr.'s "I Have a Dream" speech and the "Letter from Birmingham Jail").
5. Analyze the successes of American society and disparities between American ideals and reality in American political, social, and economic life and suggest ways to address them (e.g., rights of minorities,

women, physically and mentally challenged individuals, foreign born individuals).

6. Explore the importance and presence of voluntarism and philanthropy in America and examine the role of local, state, national, and international organizations such as the American Red Cross, the Salvation Army, and the Rotary.

### **C. The Constitution and American Democracy**

1. Debate current issues and controversies involving the central ideas of the American constitutional system, including representative government (e.g., Electoral College and the popular vote), civic virtue (e.g., increasing voter turnout through registrations and campaigns), checks and balances, and limits on governmental power.
2. Analyze, through current and historical examples and Supreme Court cases, the scope of governmental power and how the constitutional distribution of responsibilities seeks to prevent the abuse of that power.
3. Compare the American system of representative government with systems in other democracies such as the parliamentary systems in England and France.
4. Compare and contrast the major constitutional and legal responsibilities of the federal government for domestic and foreign policy and describe how disagreements are resolved.
5. Describe the nature of political parties in America and how they reflect the spectrum of political views on current state and federal policy issues.
6. Explain the federal and state legislative process and analyze the influence of lobbying, advocacy groups, the media, and campaign finance on the development of laws and regulations.

### **D. Citizenship**

1. Evaluate the characteristics needed for effective participation in civic and political life.
2. Compare and contrast the rights and responsibilities of government and its citizens as delineated in the United States Constitution, the New Jersey Constitution of 1947, and the United Nations' Universal Declaration of Human Rights.
3. Compare and contrast the benefits of American citizenship (e.g., habeas corpus, secret ballots, freedom of movement and expression) with those of citizens of other nations, including democratic and non-democratic countries.
4. Recommend ways that citizens can use knowledge of state or federal government policies and decision-making processes to influence the formation, development, or implementation of current public policy issues (e.g., First Amendment right to petition for redress of grievances).
5. Discuss how citizens can participate in the political process at the local, state, or national level (e.g., registering to vote, voting, attending meetings, contacting a representative, demonstrating, petitions, boycotting) and analyze how these forms of political participation influence public policy.

### **E. International Education: Global Challenges, Cultures, and Connections**

1. Compare and contrast key past and present United States foreign policy actions (e.g., diplomacy, economic aid, humanitarian aid, military aid) and positions (e.g., treaties, sanctions, interventions) and evaluate their consequences.
2. Analyze and evaluate United States foreign policy actions and positions, including the Monroe Doctrine, the Mexican Cession, the Truman Doctrine, the Cold War, the world-wide struggle against terrorism, and the Iraq War.
3. Describe how the world is organized politically into nation-states and alliances and how these interact with one another through organizations such as the European Union, North Atlantic Treaty Organization (NATO), the United Nations, the World Court, and the Group of Seven Industrialized Nations (G7).
4. Analyze and evaluate the interconnections of local, regional, and national issues with global challenges and issues, and recommend possible solutions.
5. Discuss how global interconnections can have both positive and negative consequences (e.g.,

international companies, transfer of jobs to foreign plants, international security and access to transportation).

6. Investigate a global challenge (e.g., hunger, AIDS, nuclear defense, global warming) in depth and over time, predict the impact if the current situation does not change, and offer possible solutions.
7. Participate in events to acquire understanding of complex global problems (e.g., Model United Nations, international simulations, field trips to government sites).
8. Justify an opinion or idea about a global issue while showing respect for divergent viewpoints.
9. Discuss the impact of technology, migration, the economy, politics, and urbanization on culture.
10. Compare and contrast common social and behavioral practices in various cultures (e.g., birth, marriage, death, gender issues, family structure, health issues).
11. Participate in activities that foster understanding and appreciation for diverse cultures (e.g., world language instruction, student exchange, clubs, international forums, community service, speaker programs, arts, sports).
12. Analyze the impact of communication networks, technology, transportation, and international business on global issues.
13. Analyze how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors.
14. Connect the concept of universal human rights to world events and issues.
15. Compare and contrast current and past genocidal acts and other acts of hatred and violence for the purposes of subjugation and exploitation (e.g., Holocaust, Native Americans, Irish famine, Armenia, Ukrainian collectivization, Cambodia, Rwanda) and discuss present and future actions by individuals and governments to prevent the reoccurrence of such events.

## 6.3 World History

### Post-World war One 1920-1939

1. Analyze the background and global consequences of actions leading to World War II, including:
  - The Great Depression, including the Stock Market Crash of 1929, massive business and bank failures, and 12 million lost jobs
  - The rise of totalitarian governments in the Soviet Union, Germany, and Italy
  - The fall of the democratic Weimar Republic and the rise of Nazism and European anti-Semitism resulting in the Holocaust and its impact on Jewish life and culture and European society
  - Other twentieth century genocides, (e.g., Turkey/Armenia, Soviet forced collectivization in the Ukraine, Japan's occupations in China and Korea)
  - Evaluate the importance of the beginning of the Atomic Age in science, the technological revolution, and the implications of military technology used in war

### G. The Modern World (1945-1979)

1. Analyze the transition from wartime alliances to new patterns of global conflict and cooperation, and the reconstruction of Europe and Asia, including:
  - The origin and major developments of the Cold War
  - Communist takeover in China, Korea, and Vietnam and the creation of NATO, SEATO, and CENTO
  - The formation, structure, and purpose of the United Nations
  - The Truman Doctrine and the Marshall Plan
  - The growth and decline of Communism in Eastern Europe
  - The rise of nationalism and nation-building movements in Africa, Latin America, and Asia
  - The international arms race and nuclear proliferation
  - The non-aligned nations during the Cold War as the voice of the Third World
2. Apply historical analysis to explain global political, economic, and social changes in the 20<sup>th</sup> century,

including:

- Growth and adaptation of Communism in China
- Japan's economic and political transformation and growth of East Asian economies
- Conflicts in Eastern Europe and the Middle East
- The Israel/Palestine conflict
- The impact of Gandhi and the nonviolence movement
- Apartheid and South Africa

#### **H. Looking to the Future (1980-present)**

1. Analyze global political, economic, and social changes in the 20<sup>th</sup> century, including:
  - The Gulf War
  - The war in Iraq
  - Growth of a world economy with the information, technological, and communications revolutions
  - The oil crisis and impact of oil producing countries on world economy
  - The development of Third World nations
2. Assess the growth of a worldwide economy of interdependent regions and the development of a dynamic new world order of increasingly interdependent regions, including NATO, the World Bank, the United Nations, the World Court, the North American Free Trade Agreement, and the European Economic Union, IMF and OPEC.
3. Evaluate the paradoxes and promises of the 21<sup>st</sup> century, including:
  - Technological growth
  - Economic imbalance and social inequalities among the world's people
  - New patterns of world migration shaped by international labor demands
  - Global market, economy, trade, and communications
  - Rapid population growth and increasing urbanization
  - The growth of terrorism as a means of warfare
  - Democratic reform
4. Analyze the development and effects of multinational corporations on trade, employment, and the environment.

#### **J. The Great Depression and World War II (1929-1945)**

1. Explain the economic impact of the Hawley-Smoot Tariff (1930).
2. Describe how the Great Depression and the New Deal of Franklin D. Roosevelt transformed America, including the growth of the federal government, the rise of the Welfare State, and industrial unionism.
3. Analyze how the Great Depression and the New Deal transformed New Jersey, including Work Progress Administration (WPA) projects in New Jersey, the Jersey Homesteads, and New Deal projects.
4. Discuss how the Depression contributed to the development of Social Security, the National Labor Relations Board (NLRB), and the Federal Deposit Insurance Corporation (FDIC).
5. Compare and contrast key events and people involved with the causes, course, and consequences of World War II, including:
  - Axis Powers
  - Allied Forces
  - Pearl Harbor
  - Battle of Midway
  - D-Day Invasion
  - Yalta Conference
  - Potsdam Conference
  - Douglas MacArthur
  - Dwight Eisenhower
  - George Marshall

- Winston Churchill
  - J. Robert Oppenheimer and the Manhattan Project
  - Franklin D. Roosevelt
  - Harry Truman
  - Joseph Stalin and the role of the USSR
6. Describe the political background leading to American involvement in World War II, the course of the war in Europe and Asia, the mobilization of women and African Americans into the military and related industries, the segregated military, the use of the Atom Bomb, and the founding of the United Nations.
  7. Describe New Jersey's role in World War II, including:
    - The recruitment of Japanese-Americans from wartime detention camps to work at Seabrook Farm
    - The role of women in defense industries
    - Key military installations in New Jersey
    - The role of the Battleship New Jersey
    - The contributions of Albert Einstein

### **K. Postwar Years (1945-1970s)**

1. Discuss how American policies following World War II developed as a result of the failures experienced and lessons learned after World War I.
2. Explain changes in the post war society of the United States and New Jersey, including the impact of television, the interstate highway system, the growth of the suburbs, and the democratization of education.
3. Interpret political trends in post-war New Jersey, including the New Jersey State Constitution of 1947, the impact of legal cases such as *Hedgepeth and Williams v. Trenton Board of Education* on the banning of segregation in the schools under the new State Constitution, the development and impact of New Jersey's Law Against Discrimination (P.L. 1945, c.169), and the shift of political power from rural and urban areas to the suburbs.
4. Analyze United States foreign policy during the Cold War period, including US/USSR relations, United States reaction to the Soviet subjugation of Eastern Europe, the Truman Doctrine, the Marshall Plan, the Korean and Vietnam Wars, and relations with China.
5. Analyze political trends in post war America, including major United States Supreme Court decisions and the administrations of Harry Truman, Dwight D. Eisenhower, John F. Kennedy, and Lyndon B. Johnson.
6. Analyze the Civil Rights and Women's Movements, including the Montgomery Bus Boycott, the Civil Rights Act (1957 and 1964), the Little Rock Schools Crisis, the Voting Rights Acts, *Brown v. Board of Education*, the formation of the National Council of La Raza (NCLR), the American Indian Movement (AIM), the formation of the National Organization for Women (NOW), and the passing of Title IX.
7. Describe how changes in federal policy impacted immigration to New Jersey and America, including the shift in places of origin from Western Europe to Latin America, the Caribbean, and Asia.

### **L. Contemporary America (1968-present)**

1. Examine the administration of American presidents, beginning with President Richard M. Nixon, as a means to analyze political and economic issues in contemporary America, including domestic policy and international affairs.
2. Investigate the economic and social patterns in contemporary New Jersey, including shifts in immigration patterns, urban decline and renewal, important New Jersey Supreme Court rulings (e.g., Mount Laurel decision), and the issue of preserving open space.
3. Describe the growth of the technology and pharmaceutical industries in New Jersey.
4. Analyze United States domestic policies, including the civil rights movement, affirmative action, the labor and women's movements, conservatism vs. liberalism, the post-industrial economy, free trade, and international trade agreements such as the North American Free Trade Agreement (NAFTA) and General Agreement on Tariffs and Trade (GATT).
5. Compare and contrast key events and people associated with foreign policy, including the fall of

communism and the Soviet Union and the end of the Cold War, the Cuban Missile Crisis, United States involvement in Haiti, Somalia, Bosnia, Herzegovina, and Kosovo, the Iran Hostage Crisis, and the war on terrorism.

6. Compare and contrast population trends and immigration and migration patterns in the United States (e.g., growth of Hispanic population, demographic and residential mobility).
7. Discuss major contemporary social issues, such as the evolution of governmental rights for individuals with disabilities, multiculturalism, bilingual education, gay rights, free expression in the media, and the modern feminist movement.

## 6.5 Economics

### A. Economic Literacy

1. Describe different types of local, state, and federal taxes such as sales, income, and social security, discuss how deductions, exemptions, and credits reduce taxable income, and explain the difference between a progressive and regressive tax.
2. Describe the purposes of social security and Medicare.
3. Explain and interpret basic economic indicators, including Gross Domestic Product (GDP), Consumer Price Index (CPI) the rate of economic growth, the poverty rate, the deficit and national debt, and the trade deficit.
4. Identify entrepreneurs in the community and describe the risks and rewards of starting a new business.
5. Discuss how a market economy experiences periodic business cycles of prosperity and recession and that the federal government can adjust taxes, interest rates, spending, and other policies to help restore economic health.
6. Analyze federal and state budgets, and discuss the proportional share of government spending to major elements such as education, social programs, public safety, military, foreign aid, and welfare.
7. Analyze the impact of supply and demand on market adjustments and prices (e.g., real estate and interest rates).
8. Define basic terms associated with international trade such as imports, exports, quotas, embargoes, tariffs, and free trade.
9. Compare and contrast forms of insurance that protect individuals from loss or damage (e.g., life, property, health, disability, personal liability, bank deposits).
10. Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries.

### B. Economics and Society

1. Compare and contrast the roles of the United States government and the private sector in the United States economy (e.g., Federal Reserve System, United States Mint, Stock Exchange).
2. Evaluate international trade principles and policies.
3. Analyze labor and environmental issues affecting American citizens raised by economic globalization and free trade pacts.
4. Discuss the value and role of free and fair competition versus the social need for cooperation and how business, industry, and government try to reconcile these goals.
5. Analyze the importance of economic issues to politics and be able to distinguish the economic views of different political parties.
6. Analyze the connections and potential effects of the widening gap between the rich and the poor in the United States, the decline in labor union membership since 1950, rapidly advancing technology, globalization, and problems of public schools.
7. Compare and contrast the causes and consequences of discrimination in markets, employment, housing, business, and financial transactions.
8. Evaluate the activities and impact in various countries of major international institutions including the

World Bank, the International Monetary Fund, and the World Trade Organization.

9. Describe how clearly defined and enforced property rights (e.g., copyright laws, patents) are essential to a market economy.

## 6.6 Geography

### A. The World in Spatial Terms

1. Discuss the application of geographic tools and supporting technologies, such as GIS, GPS, the Internet, and CD databases.
2. Use maps of physical and human characteristics of the world to answer complex geographical questions.
3. Analyze, explain, and solve geographical problems using maps, supporting technologies, and other graphical representations.
4. Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.
5. Apply spatial thinking to understand the interrelationship of history, geography, economics, and the environment, including domestic and international migrations, changing environmental preferences and settlement patterns, and frictions between population groups.

### B. Places and Regions

1. Analyze and compare the functions and spatial arrangements of cities both locally and globally.
2. Evaluate how human interaction with the physical environment shapes the features of places and regions.
3. Analyze why places and regions are important factors to individual and social identity.

### C. Physical Systems

1. Assess relationships between soil, climate, plant, and animal life and how this impacts the distribution of ecosystems.
2. Analyze the effects of both physical and human changes in ecosystems, such as acid rain, ozone layer, carbon-dioxide levels, and clean water issues.

### D. Human Systems

1. Analyze the impact of human migration on physical and human systems.
2. Explain the spatial-technological processes of cultural convergence (cultural adaptations over distances) and divergence (separating effects of cultural diffusion over distances).
3. Analyze the historic movement patterns of people and their goods and their relationship to economic activity.
4. Analyze the processes that change urban areas.
5. Analyze how cooperation and conflict influence the control of economic, political, and social entities on Earth.

### E. Environment and Society

1. Discuss the global impacts of human modification of the physical environment (e.g., the built environment).

2. Discuss the importance of maintaining biodiversity.
3. Analyze examples of changes in the physical environment that have altered the capacity of the environment to support human activity, including pollution, salinization, deforestation, species extinction, population growth, and natural disasters.
4. Compare and contrast the historical movement patterns of people and goods in the world, United States, and New Jersey and analyze the basis for increasing global interdependence.
5. Evaluate policies and programs related to the use of local, national and global resources.
6. Analyze the human need for respect for and informed management of all resources (sustainability), including human populations, energy, air, land, and water to insure that the earth will support future generations.
7. Describe how and why historical and cultural knowledge can help to improve present and future environmental maintenance.
8. Delineate and evaluate the environmental impact of technological change in human history (e.g., printing press, electricity and electronics, automobiles, computer, and medical technology).

**SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO: (Arrange by standard)**

- 1: Power point presentation of the causes of the Great Depression
- 2: Utilize graphs to examine the growth in federal programs
- 3: Research WPA buildings built and still in use in New Jersey & Sussex
- 4: Design a table/chart of highlighting the legacies of the Second New Deal
- 5: Role Play and simulate the Munich and Potsdam Conferences
- 6: Create a copy of TIME magazine highlight the 'Home Front 1943'
- 7: Construct a timeline which covers the history of the USS New Jersey
- 8: Define and use the major Cold War Policies created from 1946 to 1957
- 9: View, discuss, and take notes on the video "America's Century 1945-60"
- 10: Create a political cartoon reflecting an opinion of the new NJ constitution
- 11: Compare and contrast U.S response to communist invasion of Korea and Vietnam
- 12: Create "report cards" assessing administration of Eisenhower, Kennedy, Johnson.
- 13: Construct illustrated timeline of the Civil Rights movement from 1946 to 1968
- 14: Role-play the U.S. Senate debating the "Immigration Act of 1965"
- 15: Simulate a TV "round-table" discussion defending each administration since 1969.
- 16: Research the Census of New Jersey since 1970 and construct maps and graphs.
- 17: Write a short research paper on a NJ technological or pharmaceutical company.
- 18: Role-play Senate debate on North America Free Trade Agreement
- 19: Power point presentation of the causes of the collapse of the Soviet Union
- 20: Create graphs of population trends of ethnic groups into U.S. 1970 to present
- 21: Write an editorial pro or con on a contemporary social issue.

**INSTRUCTIONAL STRATEGIES:** Simulations, role-playing, co-operative learning, research, reading, power-point, internet, lecture, analysis, comparison, statistical interpretation, audio, video,

**EVALUATION/ASSESSMENT OF STUDENTS:** Test, quiz, research paper, Document-Based Question essays, homework, notebook, maps, graphs, verbal debates, group activity, projects, written presentations, verbal presentations,

**EVALUATION/ASSESSMENT OF CURRICULUM:**

**This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule (see attached).**

**RESOURCES/BIBLIOGRAPHY:**

**Danzer, Gerald, et al. *The Americans*. Dallas: McDougal Littell, 2004**