

# US History II Academic Course Overview

Content Area: **Social Studies**  
Course(s): **U.S. HISTORY II**  
Time Period:  
Length: **Full Year**  
Status: **Published**

## Cover

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### EAST BRUNSWICK PUBLIC SCHOOLS

#### East Brunswick New Jersey

#### Superintendent of Schools

Dr. Victor P. Valeski

#### Social Studies

#### United States History II

Course Number: 1070

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Course Adoption: 4/21/1986

Curriculum Adoption: 9/6/2001

Date of Last Revision Adoption: 9/1/2017

## **Course Overview**

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### **U.S. II - Academic**

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#### **Course Overview**

United States History II is designed to enable learners to see the interrelationship between the period in the United States and New Jersey history from the dawn of the Cold War through present day and to view current state and national issues with a historical perspective that informs critical thinking and action. The course also reinforces the learning of other Standards and CPI's already mastered and contributes to the development of mastery of other standards in the areas of Language Arts Literacy, Mathematics, Science, Technology Literacy, and Career Education and Consumer/Family/Life Skills.

#### **Textbook and Other Resources:**

United States History: Modern Era

2010 Pearson Education

ISBN: 978-0-13-368214-4



**Teachers Must Select at Least One of the Following Titles:**

*The President Has Been Shot: The Assassination of John F. Kennedy*

- Author: James Swanson
- Copyright: 2013, Scholastic Press

*The Yellow Birds*

- Author: Kevin Powers
- Copyright: 2014, Little, Brown and Company

*Superpower*

- Author: Ian Bremmer
- Copyright: 2015, Penguin Publishing Group

**Other Suggested Titles:***The President's Club*

- Author: Nancy Gibbs and Michael Duffy
- Copyright: 2012, Simon & Schuster

*The Cold War: A New History*

- Author: John Lewis Gaddis
- Copyright: 2005, The Penguin Press

**Units of Study:****Unit 1: The Cold War**

Overview: The essential questions and issues discussed in Unit 3 of the United States History 2 are the following: What global responsibilities did the United States acquire as a result of our emergence as a post-war superpower? How did the federal government react to the communist paranoia at home? Was America justified in its involvement in the Korean conflict and how did our involvement impact our foreign policy? How did the launch of Sputnik impact areas of American culture such as education and the desire to advance in space and military technology?

**Unit 2: America in the 1950s**

Overview: The essential questions and issues discussed in Unit 4 of the United States History 2 are the following: How did America avoid entering another Great Depression after World War II? How did the concept of the American Dream change during the 1950s; who was included in the prosperity of the 1950s and who was left out? How did technology affect the culture of the 1950s? In what ways did the suburbs change American life? How did the Baby Boom affect American demographics, the economy, and society during the 1950s?

### **Unit 3: The New Frontier and the Great Society**

Overview: The essential questions and issues discussed in Unit 5 of the United States History 2 are the following: How did Kennedy's policies increase tensions with the Soviet Union and other foreign nations? What was the relationship between the New Frontier and the Great Society? What were the social and political effects of President Kennedy's assassination? What were the programs and goals of the Great Society and was President Johnson able to achieve any of these goals?

### **Unit 4: The Civil Rights Movement**

Overview: The essential questions and issues discussed in Unit 6 of the United States History 2 are the following: How were African Americans able to use mass organization and non-violent protest to confront the South's policies of segregation and racial inequalities? In what way did the United States Government help to end segregation and racial inequalities? Why did the civil rights movement split into more militant factions? In what way did the civil rights movement impact other minority groups who were discriminated against?

### **Unit 5: The Vietnam War**

Overview: The essential questions and issues discussed in Unit 7 of the United States History 2 are the following: How did Cold War policy lead to American involvement in Vietnam? In what ways was the Vietnam War fought differently than other wars in which American has been involved? What were the social impact of the draft and credibility gap on the war's outcome? How/why were America's goals not achieved in Vietnam after so many years of involvement? What long-term impact did the Vietnam War have on future conflicts?

### **Unit 6: The Age of Limits: The Nixon, Ford, and Carter Administrations**

Overview: The essential questions and issues discussed in Unit 8 of the United States History 2 are the following: What are the causes for the continual swings of the political pendulum; from liberal to conservative and back? How did the entire process of Watergate alter the ways in which Americans view the office of the presidency? In what ways did Carter's involvement in the Middle East impact our relationship with the region today? Why did the environmental movement emerge in the 1970s and what progress in the 21st Century can be attributed to the actions taken by Presidents Nixon, Ford and Carter, Rachel Carson, the EPA etc.?

## **Unit 7: The Conservative Tide (1980- 1992)**

Overview: The essential questions and issues discussed in Unit 9 of the United States History 2 are the following: What groups helped to elect Ronald Reagan? What were the short-term effects of Reaganomics? In what ways did the country's attitude towards civil rights change by the 1980s? What contributions did Reagan and Bush have on the Fall of Communism in Eastern Europe and the Soviet Union? What challenges faced the United States at the end of the Cold War?

## **Unit 8: Entering a New Millennium (1992-2001)**

Overview: The essential questions and issues discussed in Unit 10 of the United States History 2 are the following: Why haven't any third-party candidates been elected President of the United States? Under what conditions should the U.S. become involved in foreign affairs? Do free trade agreements benefit the U.S. in the long run? How has political party control of the Executive and Legislative branches affected our government's ability to manage our affairs? Should elected officials be held accountable by the citizens for their private-life indiscretions?

## **Unit 9: The U.S. in a Changing World (2001-Present)**

Overview: The essential questions and issues discussed in Unit 11 of the United States History 2 are the following: How has the Internet changed American economics, society and culture? How did the 2000 Election affect American politics during the Bush Administration? How did the events of September 11, 2001 change America's place in the world and our attitudes about terrorism at home? How has American's demographics changed over the last fifteen years? What challenges arise because of this? What challenges does America face today, i.e., the War on Terror, America's Standing in the World, the 2016 Election?

### **Standards:**

#### **New Jersey Student Learning Standards:**

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective

summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level **text-complexity** above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level **text-complexity** or above.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7. 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.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals). W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

### **Social Studies Content Standards:**

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 intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.

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.

6.1.12.A.12.c Explain how the Arab-Israeli conflict influenced American foreign policy.

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.

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.

6.1.12.D.12.b Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

6.1.12.D.12.c Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.

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.

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.

6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.

6.1.12.B.13.a Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.

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.

6.1.12.C.13.b Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.

6.1.12.C.13.c Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).

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.

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.

6.1.12.D.13.c Analyze the successes and failures of women's rights organizations, the American 31 Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

6.1.12.D.13.d Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.

6.1.12.D.13.f Relate the changing role of women in the labor force to changes in family structure.

6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.

6.1.12.A.14.d Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.B.14.a Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities



have met their goals of equality in the workplace, politics, and society.

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.

6.1.12.A.15.c Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

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.

6.1.12.A.15.e Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.

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.

6.1.12.C.15.a Relate the role of America's dependence on foreign oil to its economy and foreign policy.

6.1.12.C.15.b Assess economic priorities related to international and domestic needs, as reflected in the national budget

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.

6.1.12.A.16.a. Examine the impact of media and technology on political and social issues in a global society.

6.1.12.A.16.c Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

6.1.12.C.16.c Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.

### **Technology Standards:**

8.1.12.D.3 Compare and contrast policies on filtering and censorship both locally and globally.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

### **Grading and Evaluation Guidelines:**

In terms of proficiency the East Brunswick grades

A      Excellent      Advanced Proficient

B      Good      Above Average Proficient

C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

In US History II the goal is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on Unit Assessments, Mid-term and Final Exams and Final Course Grades, and for Final Course Grades the achievement of subgroups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

The final course proficiency grade will be the average of the four marking period grades (80%) and the department prepared mid-year (10%) and final (10%) examinations aligned with NJSL and the applicable United States History Content Standards for the period of US History from 1945-Present Day.

Marking period grades will be based on the average of unit grades and any special cross-unit projects.

Unit assessments, delineated for each unit, will include such measures as:

- Written and Performance Measures of proficiency objectives (coded to NJSL & State Content Standards)
- Records of oral participation in classroom discussions related to unit objectives
- Records of achievement of lesson objectives (i.e. formative assessments, relevant homework)
- Research paper

### **Grading Weights:**

Assessments: 90%

Homework: 10%

### **Other Information Pertaining to the Course:**

#### **SCED: 04103 Modern U.S. History**

Modern U.S. History courses examine the history of the United States from the Civil War or Reconstruction era (some courses begin at a later period) through the present time. These courses typically include a historical review of political, military, scientific, and

social developments.

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
1070	050	A	11	5.00	210	R	4/21/86