

# Pequannock Township School District Curriculum Syllabus

## *US History II Academic - Grade 11*

### Course Description:

US History II at Pequannock Township High School is an engaging and rigorous course which is geared to student understanding and comprehension of the material. The course covers a multitude of primary and secondary sources, which encourages our students to be active readers and writers. Students shall be analyzing the economic, political, and social significance of events from the Great Depression to the Contemporary United States. This course will allow for students to read, write, and reflect upon these important decades of our history, and establish well-rounded individuals whom can think critically. Throughout this course students will be expected to complete a multitude of formative and summative assessments which are geared towards comprehension and synthesis of the material. This course will prepare students for undergraduate college work, and informed citizens of the world beyond.

### Course Standards:

The following is a list of NJSLs that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLs are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

NJSLS	New Jersey Student Learning Standards
6.1.12.A.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.B.5.a	Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.C.5.a	Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.

6.1.12.C.5.b	Compare and contrast economic development of the North, South, and West in the post-Civil War period.
6.1.12.C.5.c	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
6.1.12.D.5.a	Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
6.1.12.D.5.b	Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
6.1.12.D.5.c	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.A.6.a	Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
6.1.12.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
6.1.12.A.6.c	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
6.1.12.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
6.1.12.B.6.b	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
6.1.12.C.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
6.1.12.C.6.b	Determine how supply and demand influenced price and output during the Industrial Revolution.
6.1.12.C.6.c	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
6.1.12.D.6.a	Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.
6.1.12.D.6.b	Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.
6.1.12.D.6.c	Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.
6.1.12.A.7.a	Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
6.1.12.A.7.b	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).

6.1.12.A.7.c	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
6.1.12.B.7.a	Explain how global competition by nations for land and resources led to increased militarism.
6.1.12.C.7.a	Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
6.1.12.C.7.b	Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.
6.1.12.D.7.a	Evaluate the effectiveness of Woodrow Wilson’s leadership during and immediately after World War I.
6.1.12.D.7.b	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
6.1.12.D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
6.1.12.A.8.a	Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
6.1.12.A.8.b	Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.
6.1.12.A.8.c	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
6.1.12.B.8.a	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
6.1.12.C.8.a	Analyze the push-pull factors that led to the Great Migration.
6.1.12.C.8.b	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
6.1.12.D.8.a	Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
6.1.12.D.8.b	Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
6.1.12.A.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.
6.1.12.B.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
6.1.12.C.9.a	Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country’s economic health.
6.1.12.C.9.b	Explain how economic indicators (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
6.1.12.C.9.c	Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
6.1.12.C.9.d	Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.
6.1.12.D.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.

6.1.12.D.9.b	Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
6.1.12.A.10.a	Evaluate the arguments regarding the role of the federal government during the New Deal era.
6.1.12.A.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.
6.1.12.A.10.c	Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
6.1.12.B.10.a	Assess the effectiveness of New Deal programs designed to protect the environment.
6.1.12.C.10.a	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
6.1.12.C.10.b	Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
6.1.12.D.10.a	Analyze how other nations responded to the Great Depression.
6.1.12.D.10.b	Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
6.1.12.D.10.c	Explain how key individuals, including minorities and women (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt), shaped the core ideologies and policies of the New Deal.
6.1.12.D.10.d	Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.
6.1.12.A.11.a	Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in preventing international disputes.
6.1.12.A.11.b	Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
6.1.12.A.11.c	Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
6.1.12.A.11.d	Analyze the decision to use the atomic bomb and the consequences of doing so.
6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
6.1.12.B.11.a	Explain the role that geography played in the development of military strategies and weaponry in World War II.
6.1.12.C.11.a	Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.
6.1.12.C.11.b	Relate new wartime inventions to scientific and technological advancements in the civilian world.
6.1.12.D.11.a	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
6.1.12.D.11.b	Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.

6.1.12.D.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
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.
6.1.12.A.13.a	Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey’s Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
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.A.13.c	Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.
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.B.13.b	Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.
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.C.13.d	Relate American economic expansion after World War II to increased consumer demand.
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 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.e	Explain why the Peace Corps was created and how its role has evolved over time.
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.a	Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
6.1.12.A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
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.A.14.e	Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.
6.1.12.A.14.f	Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
6.1.12.A.14.g	Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).
6.1.12.A.14.h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
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.B.14.b	Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
6.1.12.B.14.c	Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
6.1.12.B.14.d	Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.
6.1.12.C.14.a	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
6.1.12.C.14.b	Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
6.1.12.C.14.c	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
6.1.12.C.14.d	Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
6.1.12.D.14.a	Determine the relationship between United States domestic and foreign policies.
6.1.12.D.14.b	Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.
6.1.12.D.14.c	Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.
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.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

6.1.12.D.14.f	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
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.
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.B.15.a	Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
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.a	Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.
6.1.12.D.15.b	Compare the perspectives of other nations and the United States regarding United States foreign policy.
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.
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.b	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
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.B.16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.

6.1.12.C.16.a	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
6.1.12.C.16.b	Predict the impact of technology on the global workforce and on entrepreneurship.
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.
6.1.12.D.16.a	Analyze the impact of American culture on other world cultures from multiple perspectives.
6.1.12.D.16.b	Explain how and why technology is transforming access to education and educational practices worldwide.
6.1.12.D.16.c	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

## Scope and Sequence

<b>Unit Plan 1: The Emergence of Modern America: Progressive Reformers, Foreign Policy, WWI &amp; The Roaring 20s</b>	<b>9 Weeks</b>
<b>Unit Plan 2: Depression and Revival of the American Nation 1929-1945</b>	<b>5 Weeks</b>
<b>Unit Plan 3: Post War Boom and Cold War Anxiety 1945-1970</b>	<b>6 Weeks</b>
<b>Unit Plan 4: Civil Rights and Social Change within American Society 1945-1970</b>	<b>6 Weeks</b>
<b>Unit Plan 5: Domestic Issues of Contemporary America 1970- Present</b>	<b>6 Weeks</b>
<b>Unit Plan 6: International Issues of Contemporary America 1970-Present</b>	<b>4 Weeks</b>

## Assessments

Evaluation of student achievement in this course will be based on the following:

- Document-Based questions
- Written persuasive essays
- Inquiry based learning
- Problem based projects

## Curriculum Resources

Danzer, etc. *The Americans*. NJ ed. Evanston, IL: McDougal Littell, 2008; chapters 14-17.

On-line text - <http://www.learner.org/courses/amerhistory/units/>

### Primary Source Documents:

<http://www.loc.gov/>

<http://arcweb.archives.gov/arc/action/BasicSearchForm>

<http://chroniclingamerica.loc.gov/>

<http://www.digitalhistory.uh.edu/>

<http://avalon.law.yale.edu/>

<http://teachingamericanhistory.org/>

<http://www.gilderlehrman.org/programs-exhibitions/for-educators>

## Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- Quizlet
- Crash Course YouTube videos
- Museum visits
- Historical site visits

