

**Randolph Township Schools
Randolph High School
United States History II Curriculum**

“There is no life that does not contribute to history.”

- Dorothy West

Randolph Social Studies Department
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Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible, and educated members of a global society.

**Affirmative Action Statement
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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**EDUCATIONAL GOALS
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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Introduction

The third-year social studies program is a survey of United States History with a scope of the turn of the twentieth century, beginning with the rise of industrialization and culminating with the examination of contemporary issues and events. The New Jersey Student Learning Standards in Social Studies are the standards and goals established by the Randolph Township Board of Education will guide this course. Themes used to examine the United States during this time include civics, geography, economics and history. This program will integrate and infuse information on New Jersey history, Holocaust studies, and social studies-oriented vocations into the course of study as mandated by the New Jersey Department of Education. This course is taught as an inclusive history of the United States. The unique contributions and experiences of all people including men, women, immigrants, African Americans, Native Americans, members of the LGBTQ community, and the diverse racial, religious, and ethnic groups of America will be highlighted throughout the course of study.

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 Curriculum Pacing Chart**

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
5 weeks	I	The Emergence of Modern America: Industrialization & Progressive Reforms
5 weeks	II	America on the World Stage: Imperialism, Militarism & World War I
6 weeks	III	America Between the Wars: Roaring Twenties, Great Depression & New Deal
7 weeks	IV	World War II: Mobilization, Conflict, and Cold War
7 weeks	V	Postwar United States: Civil Rights & Social Change
4 weeks	VI	Contemporary United States: Domestic Policies in an Interconnected Society
4 weeks	VII	Contemporary United States: International Policies in an Interconnected Society

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Unit I: The Emergence of Modern America: Industrialization & Progressive Reforms

TRANSFER: Students will analyze a societal problem and propose a solution using historical examples as rationale for a course of action.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.</p> <p>6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.</p> <p>6.1.12.GeoPP.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.</p> <p>6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.</p> <p>6.1.12.EconEM.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</p>	Industrialization and urbanization created a variety of problems in the United States during the early part of the 20th century.	<ul style="list-style-type: none"> • What might account for changes in migration patterns?
	Many of the social, political, and economic issues in the early 20th century gave rise to the Progressive Movement.	<ul style="list-style-type: none"> • To what extent can institutions and individuals influence their environment?
	Imperialism and militarism as an extension of nationalism created additional pressures on world peace.	<ul style="list-style-type: none"> • When might a nation’s interests extend beyond its borders?
	The specialization of labor led to greater efficiency in the means of production and the circular flow of goods and services between markets through a medium of exchange.	<ul style="list-style-type: none"> • How could advancements in technology impact a society?
	Patterns of change can be understood by examining multiple events and the accompanying contributions of individuals and groups over a span of time.	<ul style="list-style-type: none"> • How would you gain clearer understanding of people and groups?
		<u>KNOWLEDGE</u> Students will know:

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<p>practices on individuals and the nation and the need for government regulations.</p> <p>6.1.12.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.</p> <p>6.1.12.HistoryNM.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.</p> <p>6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.</p> <p>6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p> <p>6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.</p>	<p>Immigration, world trade, and an economic depression shaped America's international outlook in the 1890s.</p> <p>Industrialization transformed many types of industry in the United States and significantly changed the social, political, and economic landscape of America.</p> <p>The consequences of industrialization and urbanization created a demand for reform and relief to improve the lives of people.</p> <p>Immigration played a significant role in the development of modern American society.</p> <p>The progressive movement increased the power of the government to regulate business and protect society from injustices fostered by unregulated industrialization and urbanization.</p> <p>The four goals of Progressivism were protecting social welfare, promoting moral improvement, creating economic reform, and fostering efficiency.</p>	<p>Assess how immigration, world trade, and economic depression impacted American policy.</p> <p>Evaluate the political, economic, and social changes in the late 19th century and early 20th century.</p> <p>Explain how industrialization and a factory-based economy affected workers.</p> <p>Assess how communities and government responded to the changes in immigration during the late 1800's and early 1900's.</p> <p>Describe the connections between industrialization, immigration, and urbanization.</p> <p>Identify problems that resulted from rapid industrialization and explain how</p>
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<p>6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement).</p> <p>6.1.12.CivicsDP.6.b: 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.</p> <p>6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p> <p>6.1.12.GeoHE.6.a: 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.</p> <p>6.1.12.GeoGM.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.</p>	<p>During the progressive era, government policies were designed to address injustice, inequality, and workplace safety, including causes such as abolition, women’s suffrage, and the temperance movement.</p> <p>Muckrakers promoted reforms through investigative journalism.</p> <p>Black Americans employed various methods and strategies to elevate their position in society in order to increase economic opportunity, political influence, and social equality.</p> <p>VOCABULARY:</p>	<p>progressive reforms tried to alleviate those problems.</p> <p>Evaluate the extent to which the Progressives were successful in achieving their goals.</p> <p>Assess the effectiveness of the strategies employed by Progressive leaders in order to achieve their goals.</p> <p>Assess the various strategies employed by the Progressives to ignite change in the early 20th century.</p> <p>Evaluate the effectiveness of the various strategies African American individuals and organizations employed during the Progressive Era.</p>
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<p>6.1.12.EconEM.6.a: Determine how supply and demand influenced price and output during the Industrial Revolution.</p> <p>6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.</p> <p>6.1.12.HistoryCC.6.b: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine [its] their impact on New Jersey (i.e., Paterson Silk Strike) and the United States during this period.</p> <p>6.1.12.HistoryCC.6.c: 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.</p> <p>6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).</p> <p>6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving</p>	<p>Muckraker, urbanization, prohibition, yellow journalism, nationalism, militarization, imperialism, progressive, prohibition, captains of industry, robber barons</p> <p>KEY TERMS: Andrew Carnegie, Social Darwinism, John D. Rockefeller, Sherman Antitrust Act, American Federation of Labor, Eugene V. Debs, nativism, urbanization, tenement, political machine, Joseph Pulitzer, William Randolph Hearst, progressive movement, Seventeenth Amendment, suffrage, Square Deal, Meat Inspection Act, Pure Food and Drug Act, NAACP, Clayton Antitrust Act, Federal Trade Commission, Federal Reserve System, Nineteenth Amendment, yellow journalism, U.S.S. Maine, Treaty of Paris, Foraker Act, Platt Amendment, Open Door notes, Boxer Rebellion, Panama Canal, Roosevelt Corollary, dollar diplomacy</p>	
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Unit I: The Emergence of Modern America: Industrialization & Progressive Reforms

economic opportunities and rights for various groups.		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Defending a position on whether the United States is currently in a Progressive Era through a writing assignment or in-class debate/discussion. • Conducting research analyzing the laws that have been developed to protect workers including present day labor laws. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will develop a list of problems in today’s society and compare and contrast modern issues to the goals of the Progressive movement. • Students will research the different leaders and strategies employed during the Progressive Era to achieve their goals. 		
SUGGESTED TIME ALLOTMENT	5 Weeks	
SUPPLEMENTAL UNIT RESOURCES	<p>Act of July 2, 1890 (Sherman Anti-Trust Act). July 2, 1890; Enrolled Acts and Resolutions of Congress, 1789-1992; General Records of the United States Government; Record Group 11; National Archives.</p> <p>Act of June 5, 1914 (Clayton Anti-Trust Act). June 5, 1914; Enrolled Acts and Resolutions of Congress, 1789-1992; General Records of the United States Government; Record Group 11; National Archives.</p> <p>Riis, Jacob. <i>How the Other Half Lives</i>. New York: Charles Scribner's Sons, 1890; Bartleby.com, 2000. www.bartleby.com/208/.</p> <p>Jane Addams, <i>Twenty Years at Hull-House</i>, (1910). Retrieved from http://digital.library.upenn.edu/women/addams/hullhouse/hullhouse.html</p>	

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Unit II: America on the World Stage: Imperialism, Militarism & World War I

TRANSFER: Students will research evidence from multiple sources about an economic or political problem and posit a plan for action.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.1.12.CivicsDP.7.a: 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).	During times of war/conflict, civil liberties are often compromised.	<ul style="list-style-type: none"> • What is a democratic principle? • What is a civic virtue?
6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.	Actions of nations engaged in World War I drew the United States into the war.	<ul style="list-style-type: none"> • What reasons might draw a country into war?
6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.	Patterns of change can be understood by examining multiple events and the significance of individuals and groups over time.	<ul style="list-style-type: none"> • What should drive governmental policies?
6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.	America's imperialistic policies led to globalization of American economic diplomatic and military interests. Militarism, the alliance system, imperialism, and nationalism helped to avoid and create war.	Examine the reasons for and consequences of United States' involvement with other nations. Describe how America's ascent as a world power added to its military and economic strength.

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<p>6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).</p> <p>6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.</p> <p>6.3.12.B.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental agencies.</p> <p>6.3.12.C.1: Participate in a simulated meeting, research evidence from multiple sources about an economic problem and develop a plan of action.</p>	<p>Actions of nations engaged in World War I drew the United States into the war.</p> <p>Improvements in technology and the use of trench warfare led to the development and use of advanced weaponry.</p> <p>Government policies such as the Espionage and Sedition Act restricted civil liberties during World War I.</p> <p>The Treaty of Versailles following World War I failed in its goal of creating a peaceful and lasting solution to the disputes that caused the war.</p> <p>VOCABULARY: armistice, trench, nationalism, patriotism, imperialism, globalization, militarism,</p>	<p>Explain the causes of World War I.</p> <p>Identify the new warfare methods and strategies used in World War I.</p> <p>Discuss significant military events, strategies, and innovations and explain how they prompted countries to enter World War I.</p> <p>Debate the constitutionality, morality, and implications of government policies during wartime.</p> <p>Evaluate Wilson's plan for peace. Summarize the Treaty of Versailles and evaluate its impact on future world events.</p>
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	<p>propaganda, reparations, authoritarian, reparations, propaganda, neutrality, alliance</p> <p>KEY TERMS: Allies, Central Powers, Archduke Franz Ferdinand, trench warfare, Lusitania, Zimmermann note, Selective Service Act, American Expeditionary Force, armistice, War Industries Board, Espionage and Sedition Acts, Great Migration, Fourteen Points, League of Nations, Treaty of Versailles, war-guilt clause</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Creating a chart of incidents that led to the start of World War I (essay, flow chart of other visual). • Construct an argument defending or critiquing the Treaty of Versailles with respect to lasting impact on the world. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will read and analyze primary sources about the causes of World War I. • Students will defend or critique the ideas and principles of the Treaty of Versailles by evaluating the impact it had on future world events in either an argumentative writing assignment or in-class debate/discussion. 		
SUGGESTED TIME ALLOTMENT	5 Weeks	
SUPPLEMENTAL UNIT RESOURCES	<p>Inscription on the Liberty Memorial Tower in Downtown Kansas City, M. (2018, September 11). <i>Museum lessons</i>. National WWI Museum and Memorial. https://www.theworldwar.org/museum-lessons.</p>	

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Unit III: America Between the Wars: Roaring Twenties, Great Depression & New Deal

TRANSFER: Students will be able to participate productively in our nation’s economy by understanding the relationship between private industry and governmental policy.		
<p>STANDARDS / GOALS:</p> <p>6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.</p> <p>6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.</p> <p>6.1.12.EconET.8.a: 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.</p> <p>6.1.12.EconNM.8.a: Analyze the push-pull factors that led to the Great Migration.</p> <p>6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	The cyclical nature of our economy is influenced by factors such as the overproduction of consumer goods, extended credit policies, and unregulated speculation in the stock market.	<ul style="list-style-type: none"> How could a country improve its standard of living?
	Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	<ul style="list-style-type: none"> Why might culture change over time?
	Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.	<ul style="list-style-type: none"> What is the “common good”? How can a society promote the common good?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Business, technological, and social developments of the 1920s launched the era of modern consumerism, easy credit, and a false sense of prosperity.	Justify whether the 1920s was a decade of innovation or conservatism.
	Critical problems threatened the American economy in the late 1920s including post-war production,	Explain how the country’s prosperity was superficial.

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Unit III: America Between the Wars: Roaring Twenties, Great Depression & New Deal

<p>6.1.12.History CC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.</p> <p>6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.</p> <p>6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.</p> <p>6.1.12.EconNE.9.a: Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).</p> <p>6.1.12.EconNE.9.b: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability. Governments and financial institutions influence monetary and fiscal policies.</p>	<p>speculation, credit, environment conditions, and an uneven distribution of income.</p> <p>Americans had conflicting views on social and political issues, such as prohibition, suffrage, education, and gender.</p> <p>African American culture following World War I blossomed in northern urban centers in the areas of politics, music, fine arts, journalism, and literature.</p> <p>The desire for normalcy after the war and a fear of communism and “foreigners” led to postwar isolationism.</p> <p>The fear of communism and the rise of nativism in postwar America led to an attack on civil liberties, as demonstrated by the Sacco and Vanzetti case, the rise of the KKK, Palmer Raids, and restrictions on immigration.</p>	<p>Evaluate the progress and limits of the suffrage movement and its connection to today’s society.</p> <p>Describe ways in which African Americans contributed to the intellectual and cultural development of America.</p> <p>Explain why American foreign policy during the 1920s became more isolationist.</p> <p>Identify how Americans reacted to the perceived threat of communism and immigration.</p> <p>Critique the causes and effects of the Red Scare and nativism in America following World War I.</p>
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Unit III: America Between the Wars: Roaring Twenties, Great Depression & New Deal

<p>6.1.12.EconNE.9.c: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.</p> <p>6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).</p> <p>6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.</p> <p>6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.</p> <p>6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.</p> <p>6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.</p>	<p>The political implications of the Great Depression created a debate over the role of government in American society.</p> <p>Hoover's policies during the Great Depression did not increase the government's role in providing economic relief to individuals or stimulating economic recovery.</p> <p>President Roosevelt's political, social, and judicial New Deal policies affected American society and the economy by increasing the role of federal government.</p>	<p>Describe the causes and effects of the Great Depression.</p> <p>Identify weaknesses of the stock market and how they contributed to its collapse.</p> <p>Critique Hoover's economic policies as they relate to the Depression.</p> <p>Evaluate the pros and cons of the New Deal policies and their impact on the role of government and individual freedom.</p> <p>Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal.</p> <p>Compare Hoover and Roosevelt's responses to the Great Depression.</p> <p>Explain why and how America came out of the Depression.</p>
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<p>6.1.12.CivicsPR.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).</p> <p>6.1.12.GeoHE.10.a: Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.</p> <p>6.1.12.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.</p> <p>6.1.12.EconoNM.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.</p> <p>6.1.12.EconoNM.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.</p> <p>6.1.12.HistoryCA.10.a: Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).</p>	<p>VOCABULARY: nativism, isolationism, communism, anarchist, urban sprawl, speakeasy, bootlegger, fundamentalism, flapper, suffragettes and suffragists, suffrage, price support, credit, buying on margin, speculation, shantytown, deficit spending, buying on margin, direct relief</p> <p>KEY TERMS: Sacco & Vanzetti, Quota System, John L. Lewis, Warren G. Harding, Charles Evans Hughes, Fordney-McCumber Tariff, Ohio Gang, Teapot Dome Scandal, Albert B. Fall, Calvin Coolidge, Prohibition, Clarence Darrow, Scopes Trial, Charles A. Lindbergh, George Gershwin, Georgia O’Keeffe, Sinclair Lewis, F. Scott Fitzgerald, Edna St. Vincent Millay, Ernest Hemingway, Zora Neale Hurston, James Weldon Johnson, Marcus Garvey, Harlem Renaissance, Claude McKay, Langston Hughes, Paul Robeson, Louis Armstrong, Duke Ellington, Bessie Smith, Alfred E. Smith, Dow Jones Industrial Average, Black Tuesday, Great</p>	<p>Identify how the Great Depression socially, culturally, and psychologically impacted American society.</p>
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<p>6.1.12.HistoryCA.10.b: Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.</p> <p>6.1.12.HistoryCA.10.c: Analyze how other nations responded to the Great Depression.</p>	<p>Depression, Hawley-Smoot Tariff Act, , Dust Bowl, Herbert Hoover, Boulder Dam, Federal Home Loan Bank Act, Reconstruction Finance Corporation, Bonus Army, Franklin Delano Roosevelt, New Deal, Glass-Steagall Act, Federal Securities Act, Agricultural Adjustment Act (AAA), Civilian Conservation Corps (CCC), National Industrial Recovery Act (NIRA), Huey Long, Eleanor Roosevelt, Works Progress Administration (WPA), National Youth Administration, Wagner Act, Social Security Act, Frances Perkins, Mary McLeod Bethune, John Coller, New Deal Coalition, Congress of Industrial Organizations (CIO), Orson Welles, Grant Wood, Richard Wright, Federal Deposit Insurance Corporation (FDIC), Securities and Exchange Commission (SEC), National Labor Relations Board (NLRB), Parity, Tennessee Valley Authority (TVA)</p>	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Constructing a thesis statement arguing the extent to which the New Deal was successful.
- Researching and presenting on various aspects of life in the 1920's, such as the arts, entertainment, organized crime, the role of women, etc.

KEY LEARNING EVENTS AND INSTRUCTION:

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- Students will complete an inquiry-based lesson, or SOLE lesson, and defend their opinion about whether the 1920s were “Roaring” or “Boring.”
- Students will participate in a stock market simulation to illustrate the concept of “boom and bust.”
- Students will read and analyze primary and secondary sources to determine the level of success of the New Deal programs implemented by Franklin D. Roosevelt.

SUGGESTED TIME ALLOTMENT	6 weeks
SUPPLEMENTAL UNIT RESOURCES	<p>Roosevelt, Franklin D. Fireside Chat. December 29, 1940. Online text. Retrieved from The American Presidency Project, http://www.presidency.ucsb.edu</p> <p>Roosevelt, Franklin D. Annual Message to Congress on the State of the Union. January 6, 1941. Online text. Retrieved from The American Presidency Project, http://www.presidency.ucsb.edu</p> <p>Roosevelt, Franklin D. Speech by Franklin D. Roosevelt, New York Transcript. 1941. Online Text. Retrieved from the Library of Congress, https://www.loc.gov</p> <p>"World War II, Episode 10." <i>America: The Story of US</i>. History Channel. 2010. Television.</p> <p>Fitzgerald, F. Scott (Francis Scott). <i>Tales of the Jazz Age</i>. University of Pennsylvania Press, 1922.</p> <p>Fitzgerald, F. Scott. <i>The Great Gatsby</i>. New York: Scribner, 2004. Print.</p> <p>Allen, Frederick L. <i>Only Yesterday: An Informal History of the 1920's</i>. New York: Perennial Classics, 2000. Print.</p>

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Zeit, Joshua. *Flapper: A Madcap Story of Sex, Style, Celebrity, and the Women Who Made America Modern*. New York: Three Rivers Press, 2006. Print.

Defense Pleads Not Guilty; Cases Outlined, Transcripts from Scopes Trial, July 15, 1925. Reproduced in Jeffrey P. Moran (Ed.), *The Scopes Trial: A Brief History with Documents*, (Boston: Bedford/St. Martin's, 2002), 129.

George W. Hunter, *A Civic Biology* (New York: American Book Co., 1914), 195-196, 261-263. Available online at *Famous Trials in American History*, <http://famoustrials.com/scopesmonkey>

Sparks, Jesse. Letter to the editor, *Nashville Tennessean*, July 3, 1925, p. 4. In Jeffrey P. Moran (Ed.), *The Scopes Trial: A Brief History with Documents*, (Boston: Bedford/St. Martin's, 2002), 186-188.

Straton, John Roach. "The Most Sinister Movement in the United States," *American Fundamentalist*, Dec. 26, 1925, pp.8-9. Reproduced in

Jeffrey P. Moran (Ed.), *The Scopes Trial: A Brief History with Documents*. (Boston: Bedford/St. Martin's, 2002), 210-212.

"Cranks and Freaks Flock to Dayton." *New York Times*. July 11, 1925, p. 1.

Du Bois, W.E.B. *The Souls of Black Folk*: Lanham: Dancing Unicorn Books, 2017.

Gail M. Hari: *Randolph*

Ernest Hemingway: *For Whom the Bell Tolls*

Gertrude Stein: *The Autobiography of Alice B Toklas*

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	<p>Langston Hughes: <i>The Negro Speaks of Rivers</i></p>
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Franklin Delano Roosevelt: *Inauguration Speeches*

Franklin Delano Roosevelt: *Fireside Chats*

Dorothea Lange: *Published Photographs*

John Kenneth Galbraith: *The Great Crash of 1929*

John Steinbeck: *The Grapes of Wrath*

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Unit IV: World War II: Mobilization, Conflict, and Cold War

TRANSFER: Students will be able to justify or argue against participation in international conflict using historical models as rationale.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.	Global and economic conditions can lead to the rise of new political leaders that challenge democratic and capitalist principles.	<ul style="list-style-type: none"> • What is a democratic principle? • What is a civic virtue?
6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.	International agreements, differing ideologies, scarcity of resources, and desire for dominance influence America’s decision to become involved in international conflict.	<ul style="list-style-type: none"> • Is conflict inevitable? Why or why not?
6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.	After conflicts, governments are responsible for drafting policies and resolutions to address underlying causes and effects of the conflict.	<ul style="list-style-type: none"> • What responsibilities should a nation have following a conflict?
6.1.12.EconET.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.	Governments around the world support universal human rights to varying degrees.	<ul style="list-style-type: none"> • Should nations, institutions, and individuals be responsible for protecting the rights of world citizens?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	During the economic upheaval of the Great Depression, some nations turned to fascist and communist regimes.	Identify the types of governments, and the causes of their rise to power after World War I.

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<p>6.1.12.EconNM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.</p> <p>6.1.12.HistoryCC.11.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.</p> <p>6.1.12.HistoryCA.11.a: 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.</p> <p>6.1.12.HistoryCA.11.b: Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).</p> <p>6.1.12.History CC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.</p> <p>6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often</p>	<p>Upon entry into World War II, the United States mobilized its citizens and resources to give its Allies unprecedented military and industrial support.</p> <p>In the European theater, Nazi Germany engaged in a policy of extermination of the Jewish population of Europe, other vulnerable groups, and individuals deemed as enemies of the state.</p> <p>The United States has been credited as the nation responsible for ending the Pacific theater of World War II.</p> <p>The fear of communism led the United States to pursue unsubstantiated charges against American citizens.</p>	<p>Describe the extent to which American security depends upon the survival of its allies.</p> <p>Argue whether the United States could have prevented the outbreak of World War II.</p> <p>Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p> <p>Assess the response of the world to the Holocaust and the various reasons behind the lack of action.</p> <p>Debate the use of atomic weapons by the United States to defeat Japan.</p> <p>Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.</p>
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<p>expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.</p> <p>6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p> <p>6.1.12.EconNE.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>6.1.12.EconNE.12.a: Assess the impact of agricultural innovation on the world economy.</p> <p>6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.</p>	<p>The United States and the Soviet Union emerged from World War II as two superpowers with vastly different political and economic systems that led to a Cold War that lasted almost to the 21st century</p> <p>American foreign policy restricted the expansion of Communism through the use of economic aid to countries recovering from World War II.</p> <p>Military action in Vietnam influenced social, political, and cultural changes in the United States.</p>	<p>Explain the breakdown of relations between the United States and the Soviet Union after World War II.</p> <p>Describe how Cold War tensions led to the development of political organizations such as the United Nations, NATO, and the Warsaw Pact.</p> <p>Justify the use of containment as an effective or ineffective policy to thwart communist expansion.</p> <p>Describe how the military conflict in Vietnam brought a domestic revolution to the United States.</p>
<p>6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.</p> <p>6.1.12.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.</p>	<p>VOCABULARY: totalitarianism, fascism, genocide, blitzkrieg, ghetto, kamikaze, containment, napalm, agent orange, draft, hawk, dove</p> <p>KEY TERMS:</p>	

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<p>6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.</p> <p>6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.</p> <p>6.1.12.HistoryCC.12.e: 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.</p> <p>6.1.12.HistorySE.12.a: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.</p> <p>6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab Israeli conflict influenced American foreign policy.</p>	<p>Joseph Stalin, Benito Mussolini, Adolf Hitler, Nazism, Francisco Franco, Neutrality Acts, Neville Chamberlain, Winston Churchill, appeasement, Nonaggression Pact, Charles de Gaulle, Holocaust, Kristallnacht, concentration camp, Axis Powers, Lend-Lease Act, Atlantic Charter, Allies, Hideki Tojo, George Marshall, Women's Auxiliary Army Corp (WAAC), A. Philip Randolph, Manhattan Project, Office of Price Administration (OPA), War Production Board (WPB), rationing, Dwight D Eisenhower, D-Day, Omar Bradley, George Patton, Battle of the Bulge, V-E Day, Harry S Truman, Douglas MacArthur, Chester Nimitz, Battle of Midway, J. Robert Oppenheimer, Hiroshima, Nagasaki, Nuremberg Trials, GI Bill of Rights, James Farmer, Congress of Racial Equality (CORE), Japanese American Citizen League, Internment, Lavender Scare, United Nations (UN), satellite nation, Iron Curtain, Cold War, Truman Doctrine, Marshall Plan, Berlin Airlift, North Atlantic Treaty Organization (NATO), Korean War, Ho Chi Minh, Viet Minh, domino theory, Vietcong, Ho Chi Minh Trail, Tonkin Gulf Resolution, Army of the Republic of Vietnam (ARVN), credibility gap, New Left, Students for a Democratic Society (SDS), 17th</p>	
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	parallel, Tet Offensive, Vietnamization, My Lai, silent majority, War Powers Act, Pentagon Papers	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Explaining the reasons for the creation of the United Nations and the Universal Declaration of Human Rights and evaluate the effectiveness of United Nations’ human rights policies and the commitment of the United States to them. • Analyzing ideological differences and other factors that contributed to the Cold War and to United States involvement in at least one conflict intended to contain communism, such as the Korean War, The Cuban Missile Crisis, and/or the Vietnam War. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will analyze materials created by well-known figures (such as Dr. Seuss and Disney) and evaluate the arguments being presented about World War II. • Students will determine the impact of the home front in the successes/struggles of World War II through an analysis of social participation in the United States. • Students will analyze the reasons for the widespread panic caused by communism during the postwar years and illustrate the repercussions on society. • Students will examine the various ‘hot spots’ of the Cold War (Bay of Pigs, Cuban Missile Crisis, Vietnam, etc.) and discuss or write about whether the risk of nuclear war was justified by these military actions. 		
SUGGESTED TIME ALLOTMENT	7 weeks	
SUPPLEMENTAL UNIT RESOURCES	<p>George W. Hunter, <i>A Civic Biology</i> (New York: American Book Co., 1914), 195-196, 261-263. Available online at <i>Famous Trials in American History</i>, http://famoustrials.com/scopesmonkey</p> <p>Franklin Delano Roosevelt: <i>Inauguration Speeches</i></p>	

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Blakemore, E. (2018, June 5). *How LGBTQ Civil Servants Became Public Enemy No. 1 in the 1950s*. History.com. <https://www.history.com/news/state-department-gay-employees-outed-fired-lavender-scare>.

Tonkin Gulf Resolution; Public Law 88-408, 88th Congress, August 7, 1964; General Records of the United States Government; Record Group 11; National Archives.

Roosevelt, Franklin D. Fireside Chat. December 29, 1940. Online text. Retrieved from The American Presidency Project, <<http://www.presidency.ucsb.edu/ws/?pid=15917>>

Roosevelt, Franklin D. Annual Message to Congress on the State of the Union. January 6, 1941. Online text. Retrieved from The American Presidency Project <<http://www.presidency.ucsb.edu/ws/?pid=16092>>

Roosevelt, Franklin D. Speech by Franklin D. Roosevelt, New York Transcript. 1941. Online Text. Retrieved from the Library of Congress, <https://www.loc.gov/item/afccal000483/>>.

Der Fuehrer's Face. Jack Kinney. Walt Disney Studios. 1943. Film.

Reason and Emotion. Bill Roberts. Walt Disney Studios. 1943. Film.

Education for Death. Clyde Geronimi. Walt Disney Studios. 1943. Film.

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Unit V: Postwar United States: Civil Rights & Social Change

TRANSFER: Students will conceive a plan for civic advocacy that addresses an inequity or injustice.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.1.12.CivicsPI.13.a: Craft an argument as to 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 laws in eliminating segregation and discrimination.</p> <p>6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (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).</p> <p>6.1.12.GeoPP.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.</p> <p>6.1.12.GeoPP.13.b: Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.</p>	Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	<ul style="list-style-type: none"> How might an individual impact social or political change?
	Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	<ul style="list-style-type: none"> What is the “American Dream”? Do all citizens have equal access to the American Dream? Why or why not?
	The quest for normalization, political conservatism, and social conformity in the 1950s and 1960s laid the groundwork for lasting cultural, social, and political changes in American society.	<ul style="list-style-type: none"> What might prompt a civil rights movement?
	Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	<ul style="list-style-type: none"> How do demographic shifts and migration patterns impact a society?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
The Civil War had officially abolished slavery, but it didn’t end discrimination against African Americans	Determine the impetus for the Civil Rights Movement and explain why national government actions were	

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<p>6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government’s environmental protection agencies and laws.</p> <p>6.1.12.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.</p> <p>6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).</p> <p>6.1.12.EconNE.13.a: Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.</p> <p>6.1.12.EconNE.13.b: 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).</p>	<p>who continued to endure the devastating effects of systemic racism, particularly in the South.</p> <p>The Civil Rights Movement of the 1950s and '60s achieved the most important breakthroughs in equal-rights legislation for Black Americans since Reconstruction.</p> <p>The draft lottery and draft exemptions divided public opinion and had a disproportionately negative impact on minorities and working-class Americans.</p> <p>The presidencies of Truman and Eisenhower led the nation to make social, economic, and political adjustments in postwar America.</p> <p>Civil Rights leaders used a variety of tactics to bring about reform and equality.</p> <p>The Supreme Court altered the role of the judicial system in addressing issues of voting rights, civil rights, criminal procedures, and issues centered on First Amendment principles.</p>	<p>needed to ensure civil rights for black Americans.</p> <p>How effective were national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities?</p> <p>Explain the draft policies that led to the Vietnam War becoming a “working class war.”</p> <p>Compare and contrast domestic policy under Harry S. Truman and Dwight D. Eisenhower.</p> <p>Compare and contrast the leadership and ideology of civil rights leaders and evaluate their legacies.</p> <p>Evaluate the impact of the Warren Court reforms on American society.</p>
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	<p>President Johnson’s Great Society policies increased the role of the federal government in the regulation and administration of education assistance programs, immigration, environmental concerns, tax reforms, consumer advocacy, and urban living conditions.</p> <p>During the 1950s and 1960s, there were both push and pull factors influencing the migration of people from cities to the suburbs, with lasting effects on cities.</p> <p>The assassination of President Kennedy prompted Congress to address a structural flaw in the constitution regarding succession rules.</p>	<p>Describe how the Great Society expanded the power of government and contributed to a conservative backlash.</p> <p>Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.</p> <p>Describe the impact of the Kennedy assassination on American government and society.</p>
	<p>VOCABULARY: Nonviolent protest, prejudice, segregation, abolished, de facto segregation, de jure segregation, assassination, civil rights discrimination, nonviolent protest, racism, prejudice, segregation, abolish, suburb, consumerism, homogenize, demographics, urban renewal</p>	

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	<p>KEY TERMS: Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Roe v. Wade, Warren Commission, Lee Harvey Oswald, 25th Amendment, Great Society, Immigration Act of 1965, Warren Court, Brown v. Board of Education of Topeka, Southern Christian Leadership Conference (SCLC), Student Nonviolent Committee (SNCC), Civil Rights Act of 1964 & 1968, Voting Rights Act of 1965, Freedom Summer, Black Power, Black Panthers, Jim Crow Laws, Brown vs. Board of Ed., March on Washington, Freedom Riders, Woolworth’s Lunch counter protests, Civil Rights Act of 1957, Little Rock Nine, Dixiecrat</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Defining the American dream, comparing their definition to other definitions, and determining through analysis of popular culture if the American dream still exists in society today. • Researching and presenting how individuals and organizations used various measures (economic, non-violent protest, legislation) in the struggle for civil and human rights. • Constructing an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of environmental protection agencies and/or laws. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p>		

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- Students will evaluate the significance of various events during the Civil Rights Movement (Montgomery Bus Boycott, Brown v. Board of Education, Martin Luther King Jr.'s assassination, etc.) through primary and secondary sources.
- Students will receive direct instruction and read Supreme Court decisions, then determine the successes and failures of Lyndon B. Johnson's Great Society and the Warren Court and defend their opinion.

SUGGESTED TIME ALLOTMENT	7 weeks
SUPPLEMENTAL UNIT RESOURCES	<p>Joel, Billy, and Ray Charles. <i>We Didn't Start the Fire</i>. Billy Joel. Sony, 1997. CD.</p> <p>President Truman's Message to Congress; March 12, 1947; Document 171; 80th Congress, 1st Session; Records of the United States House of Representatives; Record Group 233; National Archives.</p> <p><i>Thirteen Days</i>. Dir. Roger Donaldson. New Line Cinema Presents, 2000.</p> <p>Kennedy, John Fitzgerald. "Civil Rights Address" (June 11, 1963), transcribed by Michael E. Eidenmuller, www.americanrhetoric.com</p> <p><i>Zapruder Film</i>. Dir. Abraham Zapruder. <i>The Zapruder Film HQ</i>. N.p., 11 Dec. 2012. Web. 5 July 2017.</p> <p>Warren, Earl. <i>The Warren Report: A Report of the President's Commission on the Assassination of President John F. Kennedy</i>. New York: Associated, 1965. Print.</p> <p>Representatives; Record Group 233; National Archives. Act of April 3, 1948, European Recovery Act [Marshall Plan]; Enrolled Acts and Resolutions of Congress, 1789-1996; General Records of the United States Government; Record Group 11; National Archives.</p>

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Tonkin Gulf Resolution; Public Law 88-408, 88th Congress, August 7, 1964; General Records of the United States Government; Record Group 11; National Archives

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Unit V: Postwar United States: Civil Rights & Social Change

	<p>The Fog of War. Dir. Erol Morris. Perf. Robert McNamara. Universal Pictures, 2005. DVD.</p>
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We Were Soldiers (2002). Dir. Randall Wallace. Perf. Mel Gibson, Barry Pepper, Chris Klein, Greg Kinnear, Madeleine Stowe. Icon Entertainment International, 2002. DVD.

Gaye, Marvin. *What's Going On?* Marvin Gaye. Marvin Gaye, 1971. Vinyl recording.

Stills, Stephen. *For What It's Worth (Stop, Hey What's That Sound)*. The Buffalo Springfield. Charles Greene, Brian Stone, 1967. Vinyl recording.

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Unit VI: Contemporary United States: Domestic Policies in an Interconnected Society

TRANSFER: Students will conceive a plan for civic advocacy that addresses an inequity or injustice.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.	The public began to question the American government’s policies and actions with the accessibility of news and information put out by media and communication methods.	<ul style="list-style-type: none"> • How does accessibility of information effect individuals and institutions?
6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.	Partisan ideologies are often in conflict with respect to social reform, spending priorities, and the role of government in the economy.	<ul style="list-style-type: none"> • What causes governmental priorities to change over time?
6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.	The war on terror has influenced domestic government policies regarding security and personal liberties.	<ul style="list-style-type: none"> • To what extent should governments limit rights and liberties during times of threat?
6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.	Progress with civil rights legislation for women, members of the LGBTQ community, African Americans, and other minority groups has been met with resistance and backlash.	<ul style="list-style-type: none"> • What might lead to widespread community disruption?
6.1.12.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact	The federal and local governments’ ability to address ongoing concerns such as civil rights, income inequality, immigration, access to health care, and	How do governments address social concerns effectively?

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<p>community groups and state policies have had on increasing the youth vote.</p>	<p>voting accessibility has been impacted by partisan politics and differing opinions.</p>	
<p>6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.</p>	<p><u>KNOWLEDGE</u> Students will know:</p>	<p><u>SKILLS</u> Students will be able to:</p>
<p>6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.</p>	<p>Richard Nixon’s presidency highlighted a growing partisan divide and differing opinions on the role and size of the federal government.</p>	<p>Assess the impact of Richard Nixon’s policies and actions on the federal government and the American people.</p>
<p>6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.</p>	<p>Ronald Regan and the conservative agenda of the 1980s included goals to decrease the size of the federal government, promote traditional family values, promote patriotic ideas, stimulate business, reduce regulations and taxes, and strengthen national defense.</p>	<p>Appraise the goals and actions of the conservative movement and the impact on policy and the people.</p>
<p>6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.</p>	<p>Social issues involving health care, education, civil rights, and equal rights for many people including, members of the LGBTQ community, immigrants, laborers, Native Americans, Asian Americans and African Americans posed challenges and created conflict.</p>	<p>Evaluate the results of various efforts to achieve social, political, and economic reforms.</p>
<p>6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and government decisions and</p>		

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<p>actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.</p> <p>6.1.12.EconNE.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.</p> <p>6.1.12.GeoNE.14.a: Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government’s attempts to alleviate the hardships brought on by the Great Recession.</p> <p>6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.</p> <p>6.1.12.EconET.14.b: 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.</p> <p>6.1.12.EconEM.14.a: Relate the changing manufacturing, service, science, and technology</p>	<p>Policies during Bill Clinton’s presidency sought to move people off of welfare, prioritized healthcare reform, and called for growth in private business. These actions met with sharp resistance from conservative Republicans, such as Newt Gingrich.</p> <p>Changing immigration patterns, and an increase in people entering the United States, has resulted in new policies and debates.</p> <p>The events of September 11, 2001, influenced American’s opinions regarding the relationship between safety and civil liberties and America’s role in global safety and security.</p> <p>Impeachment trials have been held for Richard Nixon, Bill Clinton, and Donald Trump.</p> <p>Access to affordable healthcare is an ongoing debate among communities and policy makers.</p> <p>Economic expansion and contraction is impacted by a variety of factors such as global supply chains, the</p>	<p>Assess the impact of partisan politics on the ability of the Federal government to achieve their goals.</p> <p>Evaluate how immigration patterns have impacted communities and local, state, and federal policies.</p> <p>Evaluate the impact of the United States’ response to the terror attacks on September 11, 2001 on domestic life and policy.</p> <p>Assess the impact of partisan politics on impeachment charges and trials.</p> <p>Judge the effectiveness of policies put forth by the federal government to address national health concerns.</p> <p>Evaluate how effective industries and government policies are in addressing economic trends and concerns.</p>
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<p>industries and educational opportunities to the economy and social dynamics in New Jersey.</p> <p>6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates’ rhetoric was inclusive, expansive, stereotypical or biased.</p> <p>6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.</p> <p>6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.</p>	<p>national workforce, and public policy such as minimum wage and stimulus plans.</p> <p>Contemporary American culture is shaped by various groups such as women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities.</p> <p>Civic participation is an essential element of United States democratic ideals.</p>	<p>Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.</p> <p>Construct a claim to describe how media and technology has impacted civic participation and deliberation.</p>
<p>6.1.12.HistoryCC.14.a: Develop an argument based on a variety of sources that compares George HW Bush’s Iraqi policy with George W. Bush’s.</p> <p>6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.</p> <p>6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social,</p>	<p>VOCABULARY: feminism, counterculture, inflation, stagnation, unemployment, stagflation, environmentalist, entitlement program, new right, reverse discrimination, supply-side economics, deregulation, internet, urban flight, gentrification, terrorism, immigration, Medicaid, Medicare, Social Security, gender gap, climate change, Islamophobia, homophobia, same-sex marriage, pandemic, voting, voter suppression, representation, affiliation, special interests, lobby, filibuster, impeachment, recession,</p>	

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<p>economic and political contributions of marginalized and underrepresented groups and/or individuals.</p> <p>6.1.12.HistorySE.14.c: Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.</p> <p>6.1.12.HistoryCC.14.b: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.</p> <p>6.1.12.HistoryCC.14.c: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.</p> <p>6.1.12.HistoryCC.14.d: Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.</p> <p>6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.</p> <p>6.1.12.CivicsPR.16.a: 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.</p>	<p>fiscal policy, stock market, mortgage, subprime mortgage</p> <p>KEY TERMS: Cesar Chavez, United Farm Workers Organizing Committee, La Raza Unida, American Indian Movement (AIM), Betty Friedan, National Organization for Women (NOW), Gloria Steinem, Equal Rights Amendment (ERA), Phyllis Schlafly, Richard M. Nixon, New Federalism, Southern Strategy, OPEC (Organization of Petroleum Exporting Countries), Watergate, Saturday Night Massacre, National Energy Act, Earth Day, Environmental Protection Agency (EPA), Three Mile Island, new right, Affirmative Action, moral majority, Reaganomics, Sandra Day O'Connor, HIV & AIDS, pay equity, L. Douglas Wilder, Jesse Jackson, Lauro Cavazos, Antonia Coello Novello, NASDAQ, dotcom, Telecommunications Act of 1996, Proposition 187, September 11th, terrorism, Patriot Act, Homeland Security, Federal Aviation Administration, Transportation Security Administration, Columbine, No Child Left Behind, Hurricane Katrina, 2008 Affordable Care Act/Obamacare, Deepwater Horizon Explosion, Sonia Sotomayor, Matthew Shepard and James Byrd</p>	
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<p>6.1.12.GeoHE16.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 and climate change.</p> <p>6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.</p> <p>6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.</p> <p>6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.</p> <p>6.1.12.HistoryCC.16.b: 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.</p> <p>6.3.12.A.1: Develop a plan for public accountability and transparency in government</p>	<p>Jr., Hate Crimes Prevention Act, Volcker Rule, Elena Kagan, Dodd Frank Wall Street Reform and Consumer Protection Act, Post-911 GI Bill, Rosa’s Law, 21st Century Communications and Video Accessibility Act, Budget Control Act, American Jobs Act, Stop Trading on Congressional Knowledge Act (STOCK), American Taxpayer Relief Act, Don’t Ask Don’t Tell Repeal (DADT), Raul Castro, Climate Action Plan, Federal Agriculture Reform and Risk Management Act of 2014, Child Care and Development Block Grant of 2014, Clay Hunt Suicide Prevention for American Veterans Act, Antonin Scalia, Merrick Garland, Neil Gorsuch, severe acute respiratory syndrome (SARS), “Swine Flu” (H1N1), 2014 West African Ebola Outbreak, shooting, Women’s March, Keystone and Dakota Access Pipelines, Syria, Comey Hearings, COVID-19.</p>	
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related to a particular issue(s) and share the plan with appropriate government officials.		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Assessing contemporary issues in the United States and how local, state, and federal governments have responded to these issues. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will examine the changing role of the presidency through the use of current events and primary/secondary sources. • Students will engage in a Socratic Seminar/Fishbowl discussion on the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture and policy. 		
SUGGESTED TIME ALLOTMENT	4 Weeks	
SUPPLEMENTAL UNIT RESOURCES	<p>911 Commission Report</p> <p>Human Rights Campaign</p> <p>Newsela.com</p> <p>Nixon, Richard (1974). <i>The White House Transcripts</i>. New York: Viking Press. ISBN 0-670-76324-1. OCLC 1095702.</p> <p>American Experience: <i>Race for the Superbomb</i>. http://www.pbs.org/wgbh/amex/bomb</p> <p>Source: Hartman, Gary, Roy M. Mersky, and Cindy L. Tate. "<i>United States v. Nixon</i>." <i>Landmark Supreme Court Cases</i>. New York: Facts On File, Inc., 2004. <i>American History Online</i>. Facts On File, Inc.</p>	

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	<p>Report of the Presidential Commission on the Space Shuttle Challenger Accident Ronald Reagan: speeches</p> <p><i>National Archives</i>. N.p., 2017. Web. 10 July</p> <p>William J. Clinton: impeachment documents</p>
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Unit VII: Contemporary United States: International Policies in an Interconnected Society

TRANSFER: Students will be able to analyze governmental actions and policies to assess the strengths and limitations of the United States government in shaping international affairs.		
<p>STANDARDS / GOALS:</p> <p>6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.</p> <p>6.1.12.HistoryCC.15.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.</p> <p>6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.</p> <p>6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.</p> <p>6.1.12.HistorySE.15.a: Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	The central focus of foreign policy during the 1980s and early 1990s was to stop the spread of communism in the western hemisphere through military buildup and support of anti-Communist regimes.	<ul style="list-style-type: none"> Should nations exercise influence over the form of governance in foreign nations? Why or why not?
	The need for commodities and the emergence of new power structures and ideologies has led to an increased global interconnectedness.	<ul style="list-style-type: none"> To what extent might peace and stability in particular regions be beneficial to the global community?
	The United States has been involved in numerous military operations, often with the hope of maintaining worldwide peace.	<ul style="list-style-type: none"> To what extent should governments around the world take action to support universal human rights?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Actions of the United States and internal conflict in Eastern Europe and the Soviet Union led to the fall of communism.	Evaluate the ways in which opposing ideologies address the needs of nations and people over time.

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<p>effectiveness of United States policy and actions in bringing peaceful resolutions to the region.</p> <p>6.1.12.HistorySE.15.b: 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>6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.</p> <p>6.1.12.CivicsPR.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.</p> <p>6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.</p> <p>6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.</p> <p>6.1.12.HistoryCC.15.a: Assess the impact of the arms race and the proliferation of nuclear weapons</p>	<p>Following World War II, diplomatic organizations such as the United Nations, NATO, and others were created to address conflicts and the needs of the interconnected global community.</p> <p>An increase in terrorism and conflict in the Middle East has influenced the United States’ relationship with other nations from a foreign policy perspective.</p> <p>Natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict for the United States and other nations.</p> <p>New and emerging technologies, such as the internet and modern weapons have had economic, political, and social impact on individuals and nations.</p>	<p>Assess the effectiveness of diplomatic organizations, such as the United Nations and NATO, at addressing the needs of the global community.</p> <p>Assess the impact of religious tensions, historic differences, and a western dependence on oil in the Middle East on United States foreign policy.</p> <p>Assess how various nations, including the United States, have addressed issues concerning the distribution and sustainability of natural resources and climate change.</p> <p>Examine ways evolving technology influences individuals and governments economically, politically, and socially.</p> <p>Make evidence-based inferences regarding the impact of technology on the global workforce.</p>
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<p>on world power, security, and national foreign policy.</p> <p>6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.</p> <p>6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.</p> <p>6.1.12.HistorySE.15.a: Explain how and why religious tensions, historic differences, and a western dependence on oil 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>6.1.12.HistorySE.15.b: 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>Global use of new technologies have prompted government to address intellectual property rights and personal privacy issues.</p> <p>Contemporary slavery, child labor, or other unfair labor practices are universal problems that effect economic, political, and social aspects of life.</p> <p>American culture and values have been disseminated domestically and globally through various forms of media.</p>	<p>Assess the impact of international trade, global business organizations and overseas competition on the United States economy.</p> <p>Discuss the ways in which governments have addressed intellectual property rights and personal privacy issues resulting from the global use of new technologies.</p> <p>Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations.</p> <p>Analyze the impact of American culture on other world cultures.</p>
<p>6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.</p>	<p>VOCABULARY: LGBTQ+, climate change, immigration, terrorism, diplomacy, sustainability, developing nations, proliferation, refugees, asylum seekers, communism, “ethnic cleansing”, “peace-keeping force”,</p>	

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<p>6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.</p> <p>6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.</p> <p>6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.</p> <p>6.1.12.CivicsPR.16.a: 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.</p> <p>6.1.12.GeoHE16.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 and climate change.</p>	<p>fundamentalist, entrepreneurship, intellectual property rights, social media</p> <p>KEY TERMS:</p> <p>Arms race, Strategic Defense Initiative, Iran-Contra Affair, Iranian Hostage Crisis, Glasnost, Perestroika, Persian Gulf War, Operation Desert Storm, Patriot Missiles, Global Economy, global workforce, overseas competition, famine in Somalia, Croatia, Kosovo, Slobodan Milosevic, 1993 World Trade bombing, US Embassies bombed-Kenya & Tanzania, USS Cole, Osama bin Laden, Taliban, Al-Qaeda, September 11, 2001, Pentagon, World Trade Center, War on Terror, The Bush Doctrine, “Operation Enduring Freedom” Iraq War, Saddam Hussein, intellectual property, child labor, slavery (modernized), Apartheid, war on terror, HIV/AIDS, COVID-19, Edward Snowden, Paris Agreement on Climate Change, Raol Castro.</p>	
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<p>6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.</p> <p>6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.</p> <p>6.3.12.A.2: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.</p> <p>6.3.12.D.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</p> <p>6.3.12.D.1: Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.</p>		
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Synthesizing a report on the contemporary role America plays in global affairs by assessing how past events and actions have impacted current events through a presentation or Socratic seminar/class discussion.

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- Examining the influence of partisan politics, national interests, and public opinion on the foreign policy of contemporary American presidents.

KEY LEARNING EVENTS AND INSTRUCTION:

- Examine a contemporary global issue, such as the COVID-19 pandemic, and compare how different policies enacted by the United States effected the way the global community was able to respond to it.
- Examine how natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict among the global community and analyze how both foreign and domestic policies enacted by United States have impacted this conflict.

SUGGESTED TIME ALLOTMENT	4 Weeks
SUPPLEMENTAL UNIT RESOURCES	Human Rights Campaign Newsela.com Thomas Friedman, <i>The World is Flat 3.0: A Brief History of the Twenty-First Century</i> . Picador, 2007. Republican National Committee: Contract with America 911 Commission Report Patriot Act of 2001 Human Rights Campaign (www.hrc.org) Richard English. <i>Terrorism</i> . Oxford University Press, 2009. Supreme Court Cases

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APPENDIX A

APPENDIX A – Additional/Optional Resources

The Americans, McDougal-Littell, © 2009, ISBN - 10:0-618-94377-3

American Stories, Primary Source Library DVD, ISBN – 0-618-72167-3

United States History, Primary Source CD-ROM, ISBN – 10:0-03-041932-8

African American Biographies, McDougal-Littell, ISBN - 13:978-0-618-83257-6

Hispanic American Biographies, McDougal-Littell, ISBN – 13:978-0-618-80344-6

Native American Biographies, McDougal-Littell, ISBN – 13:978-0-618-80345-3

Differentiated Instruction Modified Worksheets and Tests CD-ROM, Holt, Rinehart, and Winston, ISBN – 13:978-0-03-037386-2

Library of Primary Sources CD-ROM, Holt McDougal, ISBN – 13:978-0-54-723204-1