

# Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

## US History II College Prep Course Syllabus

Updated: June 2024

### Course Overview:

US History II is a general overview of American history from the year 1900 until the present day. Students will study America's entrance into the 20th century and modern world, the global conflicts that transformed the nation into a superpower, the birth of modern American society, and contemporary political debates. This class will force students to think critically about the country in which they live and to understand it for both its many successes as well as its many failures. Students will frequently be working with primary sources (documents from the past), analyzing causes and effects, and drawing connections between our history and its impact on the present. All students will leave this course with a foundation of knowledge with which to understand all that is great, and all that could be improved, about the United States of America. This class strives to meet the New Jersey Student Learning Standards' mission of providing learners with the opportunity of inquiry based learning that helps them "produce and critically consume information in our global society."

The course content below follows the [New Jersey Student Learning Standards for Social Studies](#).

### Course Content and Outline:

	Timeline and Topics	NJSLS
Unit 1: Entering the Modern World (1900-1940)	Progressive Era Imperialism & World War I The Roaring 20s, Great Depression & New Deal	1. 6.1.12.CivicsPR.6.a 2. 6.1.12.GeoHE.6.a / 6.1.12.EconNE.6.a 3. 6.1.12.CivicsDP.6.a / 6.1.12.CivicsDP.6.b 4. 6.1.12.CivicsGeo.6.a 5. 6.1.12.Civics PR.6.a 6. 6.1.12.HistoryCC.6.c 7. 6.1.12.HistoryCA.7.b 8. 6.1.12.CivicsDP.7.a 9. 6.1.12.HistoryCC.7.a

		<p>10. 6.1.12.HistoryUP.7.a  11. 6.1.12.EconET.8.a / 6.1.12.History CC.8.b:  12. 6.1.12.EconET.8.a / 6.1.12.HistoryCC.8.c /  13. 6.1.12.A.9.a / 6.1.12.HistoryCA.9.a /  6.1.12.HistoryUP.9.a  14. 6.1.12.CivicsPR.10.b /  6.1.12.EconoNM.10.a  15. 6.1.12.EconEM.10.a / 6.1.12.GeoHE.10.a  / 6.1.12.EconoNM.10.b</p>
Unit 2: Transformative Conflicts (1940-1990)	World War II The Cold War	<p>1. SOC.6.1.12.HistoryCC.4.c  2. SOC.6.1.12.HistoryCC.11.b  3. SOC.6.1.12.EconET.11.a  4. SOC.6.1.12.HistoryCA.11.a  5. SOC.6.1.12.HistoryCC.11.a  6. SOC.6.1.12.HistoryCC.12.d  7. SOC.6.2.12.HistoryCC.5.e  8. SOC.6.2.12.CivicsPI.4.a  9. SOC.6.1.12.HistoryCC.12.e  10. SOC.6.2.12.HistoryCC.5.a  11. SOC.6.2.12.EconET.3.b  12. 6.1.12.CivicsDP.11.a  13. 6.1.12.CivicsHR.11.a  14. 6.1.12.EconNM.11.a  15. 6.1.12.EconET.11.a  16. 6.1.12.HistoryCC.12.a  17. 6.1.12.HistoryCC.12.b  18. 6.1.12.HistoryCC.12.c  19. 6.1.12.HistoryCC.12.d  20. 6.1.12.HistoryCC.12.e  21. 6.1.12.HistorySE.12.a  22. 6.1.12.HistorySE.12.b</p>
Unit 3: A Changing Society (1950-1980)	Post-War American Society Civil Rights Movement & Social Struggles Vietnam War & Protests Life in the 1970s	<p>1. 6.1.12.EconNE.13.a / 6.1.12.EconNE.13.b  2. 6.1.12.HistoryUP.13.a  3. 6.1.12.HistoryCC.13.c  4. 6.1.12.EconEM.13.a  5. 6.1.12.HistoryCC.13.a  6. 6.1.12.HistoryCC.13.d  7. 6.1.12.CivicsDP.13.a  8. 6.1.12.HistoryCC.12.e</p>

		<ul style="list-style-type: none"> <li>9. 6.1.12.HistoryCC.12.a</li> <li>10. 6.1.12.EconNE.14.a</li> <li>11. 6.1.12.CivicsPD.14.a</li> <li>12. 6.1.12.HistorySE.12.a /6.1.12.HistorySE.12.b</li> <li>13. 6.1.12.EconNE.14.a</li> <li>14. 6.1.12.EconNE.15.a:</li> <li>15. 6.1.12.HistoryCA.14.b</li> <li>16. 6.1.12.HistoryCC.15.c</li> <li>17. 6.1.12.EconNE.16.b</li> <li>18. 6.1.12.HistoryCA.14.a</li> <li>19. 6.1.12.HistoryCC.14.b</li> <li>20. 6.1.12.HistoryCC.14.d</li> <li>21. 6.1.12.GeoPP.13.a</li> <li>22. 6.1.12.CivicsPI.14.c</li> <li>23. 6.1.12.CivicsPI.14.d</li> </ul>
<p>Unit 4: Approaching a New Millenium (1980-2010)</p>	<p>Conservative Revolution &amp; 1980s 1990s Economics &amp; Technology 9/11 &amp; War on Terror The Obama, Trump, and Biden Administrations</p>	<ul style="list-style-type: none"> <li>1. 6.1.12.CivicsPI.14.d</li> <li>2. 6.1.12.EconNE.14.a / 6.1.12.EconNE.15.a:</li> <li>3. 6.1.12.HistoryCA.14.b</li> <li>4. 6.1.12.HistoryCC.14.a</li> <li>5. 6.1.12.HistoryCC.15.c / 6.1.12.EconNE.16.b</li> <li>6. 6.1.12.HistoryCA.14.a</li> <li>7. 6.1.12.HistoryCC.14.b</li> <li>8. 6.1.12.HistoryCC.14.d</li> <li>9. 6.1.12.EconGE.16.a</li> <li>10. 6.1.12.CivicsPD.16.a</li> <li>11. 6.1.12.CivicsPI.14.d:</li> <li>12. 6.1.12.CivicsCM.14.b</li> <li>13. 6.1.12.GeoHE.14.a</li> <li>14. 6.1.12.EconNE.14.a:</li> <li>15. 6.1.12.GeoNE.14.a:</li> <li>16. 6.1.12.EconET.14.a</li> <li>17. 6.1.12.EconET.14.b</li> <li>18. 6.1.12.EconEM.14.a</li> <li>19. 6.1.12.HistoryCA.14.a</li> <li>20. 6.1.12.HistoryCC.14.c</li> <li>21. 6.1.12.HistoryCC.14.d</li> <li>22. 6.1.12.HistoryCC.14.e</li> </ul>

		23. 6.1.12.HistoryCC.15.b 24. 6.1.12.HistorySE.15.c 25. 6.1.12.CivicsPD.16.a:
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## Course Expectations and Skills

1. Develop literacy in civics as it is reflected in the governmental systems of global history.
2. Actively engage in studying current events.
3. Consider multiple perspectives to evaluate issues of the past and today.
4. Analyze and interpret historical events of the past in light of contemporary history.
5. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the modern world.
6. Develop skills in reading comprehension, research, communication and technology.
7. Gain practice to succeed on standardized testing such as ACT, SAT, and NJSLA.
8. Maintain an organized notebook or portfolio of notes and work collected throughout the year.
9. Develop skills in Cornell note-taking and outlining, guided practice and repetition.
10. Utilize technology to refine 21st century skills through database research and multimedia presentations.

## Materials Needed

- Chromebook
- Notebook and/or three-ring binder with lined paper
- Daily planner/Student organizer
- Pen or pencil

## Resources

*United States History* - Emma J. Lapsansky-Werner, Peter B. Levy, Randy Roberts, Alan Taylor (Pearson, 2016)  
(e-Text through Savvas Realize)

## Grading Scale

Students will earn their grades based on the following categories of assignments:

- Major Assessments: 35%
- Minor Assessments: 25%
- Classwork/Participation: 40%

## Teacher Information

TBA

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## US History II College Prep

### Unit 1: Entering the Modern World (1900-1940)

Updated: June 2024

#### Unit Overview:

##### Major Topics:

- (1) Progressive Era
- (2) Imperialism & World War I
- (3) The Roaring 20s, Great Depression & New Deal

As the United States entered the 20th century, it faced mounting questions as to how it would relate to, and interact with, a rapidly modernizing world. These questions included the relationship between the government and big business, foreign policy and military intervention, and the successes and challenges of capitalism. The Gilded Age of the late 19th century created an American economy in which wealthy industrialists were able to use their impressive power to influence government decisions - while this benefitted many Americans, and helped the United States to become the world's largest industrial power, it came at the cost of poor wages and poor working conditions for many American workers. The early 20th century Progressive Era saw a return of power to the government and the American people, as political leaders reasserted their control over corporations and fought, through legislation, for the welfare of workers and the poor. The United States was also beginning to rethink its role on the world stage. A nation which had traditionally valued isolationism found itself involved in a war with Spain, acquiring overseas territories, and playing a major role in World War I. At home and abroad, the first two decades of the 20th century were seismic shifts. The subsequent 1920s brought economic prosperity in the aftermath of war as an economic boom provided more stability to Americans of all socioeconomic backgrounds. However, the economy weakened in the late 1920s and the Great Depression forced Americans to rethink the relationship of the government to the people. Struggling and desperate for help, many Americans embraced government intervention in the economy in the form of the New Deal. Simultaneously, the expansion of government influence and executive power drew criticism from political opponents of the New Deal - citing tyranny and Communism abroad.

**Essential Questions**

**Enduring Understandings**

### **The Progressive Era**

1. What were the primary goals of the Progressive Era?
2. Why did the government and big business clash during the Progressive Era?
3. How did marginalized people/groups advocate for greater economic, legal, and political equality in the early 20th century?
4. What changes allowed individual Americans to exert more control over government during the Progressive Era?
5. Was the progressive era most effective at the Federal, State, or Local level?

### **Imperialism & WWI**

6. Why were Americans divided on the acquisition of overseas territories in the early 1900s?
7. What events led the United States to end neutrality and enter World War I?
8. How were American civil liberties impacted by World War I?
9. What were the military contributions of the United States during World War I?
10. How effective was the Treaty of Versailles at creating a lasting world peace?

### **The Roaring 20s, Great Depression, and New Deal**

11. What caused the American economy to prosper during the "Roaring" 1920s?
12. How did the rapidly growing economy of the 1920s lead to competition between traditional and innovative ways of life?
13. What were the causes and effects of the Great Depression?
14. What were the goals of Franklin D. Roosevelt's New Deal?
15. How did the New Deal change the relationship between the government and the American people?

### **The Progressive Era**

1. The primary goals of the Progressive Era centered upon improving the lives of the working class, minorities, and other marginalized groups.
2. The government and big business clashed during the Progressive Era due to legislation and executive actions regulating abusive business and labor practices.
3. Marginalized people/ groups advocated for greater economic equity, expanded voting rights, and more direct influence in their representation.
4. Progressive legislation provided for direct primaries, allowing individuals to exert more control over government.
5. The Progressive Era saw legislative changes across the Federal, State, and Local levels with varying degrees of effectiveness.

### **Imperialism & WWI**

6. Americans understood that the acquisition of overseas territories in the early 1900s would change the status of the United States as an Isolationist nation
7. The United States entered World War I to uphold its ideological, political, and national defense interests.
8. During World War I Americans were forced to accept that civil liberties may be curtailed during a time of national crisis.
9. The United States contributed fresh manpower, industrial and manufacturing output, and military support to the Allies during WWI.
10. The Treaty of Versailles was ineffective in creating a lasting world peace due to a lack of international input

### **The Roaring 20s, Great Depression, and New Deal**

11. The American economy prospered during the 1920s due to the advent of consumer credit, modern banking, and stock market speculation.
12. American society opened and shifted for those in urban areas with access to prosperous markets, but remained traditional in rural areas.
13. Poor government policy and systemic economic instabilities led to the American and global economy to collapse in the 1930s, causing widespread hardship.
14. The New Deal aimed to provide immediate help to Americans, restore economic prosperity, and prevent future economic collapses.

15. The New Deal normalized direct government involvement in the economy.

**Unit Learning Targets/Goals/Outcomes:**

Learning Target	NJSLs -Social Studies
<p><b>The Progressive Era</b></p> <ol style="list-style-type: none"> <li>1. Identify and explain the primary goals of the Progressive Era.</li> <li>2. Explain the problems facing the working lower class and minorities which motivated progressive agendas.</li> <li>3. Identify the causes of conflict between Big Business and the government during the Progressive Era.</li> <li>4. Examine the strategies of marginalized groups seeking greater equality and freedom.</li> <li>5. Compare and contrast ideologies of early civil rights leaders Washington and DuBois, and their effectiveness in seeking reform.</li> <li>6. Identify political reforms that were intended to fight corruption during the Progressive Era.</li> <li>7. Evaluate the effectiveness of Progressive reformers at the local, state, and Federal level.</li> </ol> <p><b>Imperialism &amp; WWI</b></p> <ol style="list-style-type: none"> <li>8. Define imperialism and explain its use as a foreign policy</li> <li>9. Analyze the divisions of Americans regarding the creation of an overseas empire in the early 1900s.</li> <li>10. Identify and explain the long-term causes of WWI.</li> <li>11. Evaluate the pros and cons of American Neutrality in World War I</li> <li>12. Identify the causes of American entry into World War I.</li> <li>13. Evaluate how American civil liberties were affected by World War I.</li> <li>14. Compare and contrast the military contributions of the Allied nations in World War I.</li> <li>15. Evaluate the effectiveness of the Treaty of Versailles in creating lasting peace.</li> </ol> <p><b>The Roaring 20s, Great Depression, and New Deal</b></p> <ol style="list-style-type: none"> <li>16. Identify the causes of economic growth during the 1920s.</li> <li>17. Explain faults with new consumer credit and irresponsible spending during the 1920s</li> </ol>	<ol style="list-style-type: none"> <li>16. 6.1.12.CivicsPR.6.a</li> <li>17. 6.1.12.GeoHE.6.a / 6.1.12.EconNE.6.a</li> <li>18. 6.1.12.CivicsDP.6.a / 6.1.12.CivicsDP.6.b</li> <li>19. 6.1.12.CivicsGeo.6.a</li> <li>20. 6.1.12.Civics PR.6.a</li> <li>21. 6.1.12.HistoryCC.6.c</li> <li>22. 6.1.12.HistoryCA.7.b</li> <li>23. 6.1.12.CivicsDP.7.a</li> <li>24. 6.1.12.HistoryCC.7.a</li> <li>25. 6.1.12.HistoryUP.7.a</li> <li>26. 6.1.12.EconET.8.a / 6.1.12.History CC.8.b:</li> <li>27. 6.1.12.EconET.8.a / 6.1.12.HistoryCC.8.c /</li> <li>28. 6.1.12.A.9.a / 6.1.12.HistoryCA.9.a / 6.1.12.HistoryUP.9.a</li> <li>29. 6.1.12.CivicsPR.10.b / 6.1.12.EconoNM.10.a</li> <li>30. 6.1.12.EconEM.10.a / 6.1.12.GeoHE.10.a / 6.1.12.EconoNM.10.b</li> </ol>

<ol style="list-style-type: none"> <li>18. Compare and contrast the changing urban and rural lifestyles and cultures of the 1920s.</li> <li>19. Examine the expansion of Jim Crow laws and hate groups in the South during the 1920s</li> <li>20. Identify the primary causes and effects of the Great Depression.</li> <li>21. Analyze the extent to which Republican policies of the 1920s caused the economic collapse of 1929</li> <li>22. Explain living conditions for the populations most impacted by the Great Depression (the lower class, racial, religious, cultural and ethnic minorities)</li> <li>23. Identify and explain the main goals of FDR's New Deal.</li> <li>24. Define Relief, Recovery, and Reform in the context of the New Deal</li> <li>25. Evaluate the long-term effectiveness and significance of the New Deal.</li> <li>26. Examine racial disparity in New Deal programs designed to provide economic recovery and reform</li> <li>27. Describe arguments for and against FDR's expansion of executive powers</li> <li>28. Determine the role of technological innovation and increased wartime production in ending the Great Depression</li> </ol>	
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Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> <li>● Socratic Seminars</li> <li>● Discussions</li> <li>● Guided analysis of primary and secondary sources <ul style="list-style-type: none"> <li>○ See text resources list and unit resource folder</li> </ul> </li> <li>● Vocabulary</li> <li>● Guided Notes</li> <li>● Small group cooperative learning <ul style="list-style-type: none"> <li>○ Think-Pair-Share</li> <li>○ Jigsaw activities</li> <li>○ Projects</li> </ul> </li> <li>● Essays/Writing/DBQ's</li> </ul> <p>Unit 1 Lesson Resources Folder</p>	<p><b>Secondary:</b></p> <ul style="list-style-type: none"> <li>● Pearson US History Textbook (with online access)</li> </ul> <p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>● Jacob Riis - "The Genesis of the Street Gang" (1899)</li> <li>● Upton Sinclair - Excerpts from "The Jungle"</li> <li>● Teddy Roosevelt - "Who is a Progressive" (1912)</li> <li>● Lincoln Steffens - "The Shame of the Cities" (1904)</li> <li>● Booker T Washington - "The Booker T Washington Papers"</li> <li>● WEB DuBois - "The Souls of Black Folk" and "The Talented Tenth"</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Savvas Realize (Pearson Textbook eAccess)</a></li> <li>● <a href="#">Stanford History Education Group</a></li> <li>● <a href="#">Gilder Lehrman Institute of American History</a> <ul style="list-style-type: none"> <li>○ <a href="#">Progressive Era Resources</a></li> <li>○ <a href="#">Imperialism Resources</a></li> <li>○ <a href="#">World War I</a></li> <li>○ <a href="#">The 1920s</a></li> <li>○ <a href="#">The Great Depression</a></li> <li>○ <a href="#">New Deal</a></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Ruben Dario - “To Roosevelt” (1904)</li> <li>● Woodrow Wilson - “Neutrality Speech” (1914)</li> <li>● George Cohan - “Over There” (1917)</li> <li>● Sen. Henry Myers - “The Danger of Moving Pictures” (1922)</li> <li>● Sinclair Lewis - “Babbit” Excerpts (1921)</li> <li>● Works Progress Administration - “Interview with Beucher Family” (1937)</li> <li>● Franklin D. Roosevelt - “1st Inaugural Address” (1933)</li> </ul>	
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<p><b>List of Accommodations and Modifications</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Special Education</a></li> <li>● <a href="#">504 Students</a></li> <li>● <a href="#">At Risk Students</a></li> <li>● <a href="#">MLL</a></li> <li>● <a href="#">Gifted and Talented</a></li> </ul>
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<b>Assessments:</b>	
<b>Formative</b>	<b>Summative</b>
<ul style="list-style-type: none"> <li>- Vocabulary assignments and informal quizzes</li> <li>- Warm Up activities</li> <li>- Reading of informational text and note taking/ guided notes</li> <li>- Note Checks</li> <li>- EdPuzzles</li> <li>- Socratic Seminars</li> <li>- Critical analysis of primary and secondary sources with guided questions</li> <li>- Graphic organizers</li> <li>- DBQ</li> </ul>	<ul style="list-style-type: none"> <li>- Quizzes</li> <li>- Unit Test/ Common Assessment (College Prep level benchmark)</li> <li>- Research Projects/Presentation</li> </ul>

## Interdisciplinary Connections

### English Language Arts

- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

### Mathematics

- S-ID.A.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).
- S-ID.B.6: Represent data on two quantitative variables on a scatter plot and describe how the variables are related
- S-ID.B.6a: Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.
- S-ID.C.9: Distinguish between correlation and causation.
- S-IC.A.1: Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.6: Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed)

#### Art

- **VA.K-2.1.5.2.R:** Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

#### Technology and 21st Century Themes & Skills

- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.

#### Computer Science

- **8.1.12.IC.3:** Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

### State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)

- [Asian and Pacific Islander](#)
- [Climate Change](#)

# Black Horse Pike Regional School District

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## US History II College Prep

### Unit 2: Transformative Conflicts (1940-1990)

**Updated:** June 2024

#### Unit Overview:

**Topics:**

- (1) World War II
- (2) The Cold War

The middle decades of the 20th century saw the United States become involved in global conflicts that impacted not only the security of the nation and its people, but the world as a whole. These conflicts - World War II and the Cold War - became defining moments that transformed the long-term relationship of the United States to the rest of the world order. The Great Depression of the 1930s fueled the rise of aggressive, totalitarian dictators in search of conquest and economic gain. In response to this aggression, the United States and its allies fought the 2nd World War to preserve global freedom. After 4 years of war and at the cost of millions of human lives, the Allies succeeded in defeating the Axis Powers and most Americans hoped a new era of peace would follow. Unfortunately, World War II laid the foundations of the Cold War, an ideological conflict between capitalism and communism that would define the foreign policy of the 2nd half of the 20th century. This battle between the communist Soviet Union and capitalist United States brought the world to the brink of nuclear war, involved it in numerous proxy wars around the globe, and led to the preservation of national defense as a key American political value. The United States “won” the Cold War in 1991 when the Soviet Union collapsed, and the nation entered the 1990s as the world’s lone economic and military superpower.

#### Essential Questions

##### World War II

- 1. What factors led to the rise of totalitarian dictators in Europe before and during the early stages of WWII?
- 2. In what ways did the United States contribute to the Allied war effort while maintaining an official position of neutrality?
- 3. How did World War II and military spending/war production contribute to the end of the Great Depression?
- 4. What were the military contributions of the United States during

#### Enduring Understandings

##### World War II

- 1. The global economic crisis, in addition to lasting tensions from the Treaty of Versailles, led to the rise of totalitarianism in Europe.
- 2. The United States utilized the Lend-Lease Act to provide European allies with necessary military and manufactured goods.
- 3. The immense manufacturing demand of WWII stimulated our

<p>WWII?</p> <ol style="list-style-type: none"> <li>5. What were the contributions of African Americans, Women, LGBTQ and other marginalized populations to the Allied war effort?</li> <li>6. How did the development and use of nuclear weapons change warfare and international diplomacy?</li> </ol> <p><b>The Cold War</b></p> <ol style="list-style-type: none"> <li>7. How did the conclusion of WWII lead to the creation of international organizations aimed at cooperation within the international community?</li> <li>8. What are the ideological differences between capitalism and communism, and how do these differences create conflict/tension?</li> <li>9. What is a proxy war and why were they crucial to Cold War strategy?</li> <li>10. How did the Cold War solidify national defense as a key American political value?</li> <li>11. How did American society react/change to the ongoing threat of war with the Soviet Union?</li> </ol>	<p>economy, drastically lowering unemployment, and stimulating American markets.</p> <ol style="list-style-type: none"> <li>4. The United States contributed fresh manpower, industrial and manufacturing output, and crucial military strategy to the Allies during WWII</li> <li>5. African Americans, Women, members of the LGBTQ community, and other marginalized populations played crucial roles in the Allied war effort - despite being underrepresented in many historical records.</li> <li>6. The development and use of nuclear weapons redefined warfare and strategies aimed at achieving international diplomacy.</li> </ol> <p><b>The Cold War</b></p> <ol style="list-style-type: none"> <li>7. NATO, the IMF, the United Nations, and other international organizations created at the end of WWII were designed to facilitate cooperation within the international community.</li> <li>8. Capitalism and communism represent opposite ends of the ideological spectrum. Nations which subscribe to these ideologies have engaged and continue to engage in direct and indirect conflict as a result of ideological polarization and demonization of one another.</li> <li>9. Proxy wars, instigated by major powers which do not, themselves, become involved, were crucial to Cold War strategy - as the United States adopted containment as its primary foreign policy in the Korean and Vietnam Wars.</li> <li>10. National defense became a key American political value due to Cold War tensions and the threat of widening war.</li> <li>11. From 1945-1991 American society developed in direct competition with the Soviet Union. As a result of Cold War tensions, the culture of the United States developed to reflect a great deal of anti-communist sentiment in everyday life.</li> </ol>
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Unit Learning Targets/Goals/Outcomes:	
Learning Target	NJSL -Social Studies
<p><b>World War II</b></p> <ol style="list-style-type: none"> <li>1. Define the primary long-term causes of WWII</li> <li>2. Evaluate the extent to which the global economic crisis and lasting tension</li> </ol>	<ol style="list-style-type: none"> <li>23. SOC.6.1.12.HistoryCC.4.c</li> <li>24. SOC.6.1.12.HistoryCC.11.b</li> <li>25. SOC.6.1.12.EconET.11.a</li> </ol>

of WWI led to the rise of totalitarianism.

3. Explain the role of propaganda in WWII.
4. Examine the Lend Lease Act and the ways in which the US assisted the Allies during WWII, while maintaining a official policy of neutrality
5. Describe the impact of increased wartime production on the Great Depression.
6. Evaluate the impact of the United States in providing fresh manpower, industrial and manufacturing output, and crucial military strategy to the Allies during WWII
7. Evaluate the roles of people of color, LGBTQ, and other minorities to the Allied war effort.
8. Evaluate the role of women in the Allied war effort during WWII
9. Define Antisemitism and examine the horrors of the Holocaust.
10. Examine the extermination of the disabled, LGBTQ, gypsies, and other cultural and ethnic minorities during the Holocaust
11. Compare and contrast Japanese internment to the Holocaust in Europe.
12. Examine ways in which Japanese American citizens were deprived of their Constitutional rights during internment.
13. Explain how the development and use of nuclear weapons redefined warfare and strategies aimed at achieving international diplomacy.

#### **The Cold War**

14. Define the goals of NATO, the IMF, the United Nations, and other international organizations, and explain their efforts to facilitate cooperation within the international community
15. Identify the ideological differences between capitalism and communism and the extent to which these differences cause international conflict.
16. Define containment as a foreign policy.
17. Identify the causes of the Korean War
18. Explain the cyclical nature of combat in the Korean War
19. Describe the lasting ceasefire between North and South Korea.
20. Examine the spread of Communism in the Caribbean in the 1950s and 60s.
21. Analyze the strain on international relationships created by the Bay of Pigs invasion and the Cuban Missile crisis
22. Identify the causes of the Vietnam War
23. Evaluate the expansion of American involvement in the Vietnam War under presidents Eisenhower, Kennedy, Johnson, and Nixon
24. Explain how proxy wars (Korea and Vietnam) during the Cold War were crucial to America's foreign policy of containment
25. Analyze how national defense became a key American political value due to Cold War tensions and the threat of widening war.
26. Explain the development of culture in the United States as a reflection of

26. SOC.6.1.12.HistoryCA.11.a
27. SOC.6.1.12.HistoryCC.11.a
28. SOC.6.1.12.HistoryCC.12.d
29. SOC.6.2.12.HistoryCC.5.e
30. SOC.6.2.12.CivicsPI.4.a
31. SOC.6.1.12.HistoryCC.12.e
32. SOC.6.2.12.HistoryCC.5.a
33. SOC.6.2.12.EconET.3.b
34. 6.1.12.CivicsDP.11.a
35. 6.1.12.CivicsHR.11.a
36. 6.1.12.EconNM.11.a
37. 6.1.12.EconET.11.a
38. 6.1.12.HistoryCC.12.a
39. 6.1.12.HistoryCC.12.b
40. 6.1.12.HistoryCC.12.c
41. 6.1.12.HistoryCC.12.d
42. 6.1.12.HistoryCC.12.e
43. 6.1.12.HistorySE.12.a
44. 6.1.12.HistorySE.12.b

anti-communist sentiment in everyday life

**Unit Resources:**

Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> <li>● Socratic Seminars</li> <li>● Discussions               <ul style="list-style-type: none"> <li>○ What are the benefits and negatives of chosen forms of government?</li> <li>○ How do international ideological differences create conflict and provide opportunities for international diplomacy?</li> </ul> </li> <li>● Guided analysis of primary and secondary sources               <ul style="list-style-type: none"> <li>○ See text resources list and unit resource folder</li> </ul> </li> <li>● Vocabulary</li> <li>● Small group cooperative learning               <ul style="list-style-type: none"> <li>○ Think-Pair-Share</li> <li>○ Jigsaw activities</li> <li>○ Projects</li> </ul> </li> <li>● Essays/Writing/DBQ's               <ul style="list-style-type: none"> <li>○ Compare/Contrast capitalism and communism as economic practices</li> <li>○ Were proxy wars effective in the containment of communism? Support your claim with text evidence.</li> </ul> </li> </ul> <p>Unit 2 Lesson Resources Folder</p>	<p><b>Secondary:</b></p> <ul style="list-style-type: none"> <li>● Pearson US History Textbook (with online access)</li> </ul> <p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>● Adolf Hitler - "The Twenty-Five Points of the German Workers' Party, 1920,"</li> <li>● PBS - The Rise of Italian Facism and its influence on Europe</li> <li>● FDR's "Date Which will Live in Infamy" Address to Congress</li> <li>● FDR's Fireside Chats on the State of WWII and Foreign policy</li> <li>● Japanese Internment - Executive Order 9066</li> <li>● Winston Churchill - "Iron Curtain" Speech</li> <li>● JFK Nixon Debate - Election of 1960</li> <li>● JFK's "Man on the Moon" Address to Congress 1961</li> <li>● Excerpts from the Pentagon Papers</li> <li>● Lyndon Johnson - "Great Society" Speech</li> <li>● Lyndon Johnson - "Address on Vietnam"</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Savvas Realize (Pearson Textbook eAccess)</a></li> <li>● Stanford History Education Group               <ul style="list-style-type: none"> <li>○ <a href="#">Japanese American Internment resources</a></li> <li>○ <a href="#">The Atomic Bomb resources</a></li> </ul> </li> <li>● Gilder Lehrman Institute of American History               <ul style="list-style-type: none"> <li>○ <a href="#">National Security, Isolationism, and the Coming of WWII Lesson</a></li> <li>○ <a href="#">Women's Contributions in WWII resources</a></li> <li>○ <a href="#">The Origins of US Cold War Fears, 1946-1961</a></li> <li>○ <a href="#">The Cold War Across Time ( Jigsaw &amp; Expert Groups lesson plan)</a></li> </ul> </li> </ul>

**List of Accommodations and Modifications**

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)

- [MLL](#)
- [Gifted and Talented](#)

### Assessments:

Formative	Summative
<ul style="list-style-type: none"> <li>- Vocabulary assignments and informal quizzes</li> <li>- Warm Up activities</li> <li>- Reading of informational text and note taking/ guided notes</li> <li>- Note Checks</li> <li>- EdPuzzles</li> <li>- Socratic Seminars</li> <li>- Critical analysis of primary and secondary sources with guided questions</li> <li>- Graphic organizers</li> <li>- DBQ</li> </ul>	<ul style="list-style-type: none"> <li>- Quizzes</li> <li>- Unit Test/ Common Assessment (College Prep level benchmark)</li> <li>- Research Projects/Presentation</li> </ul>

### Interdisciplinary Connections

#### English Language Arts

- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

#### Mathematics

- S-ID.A.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).
- S-ID.B.6: Represent data on two quantitative variables on a scatter plot and describe how the variables are related
- S-ID.B.6a: Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.
- S-ID.C.9: Distinguish between correlation and causation.
- S-IC.A.1: Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.6: Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed)

#### Art

- **VA.K-2.1.5.2.R:** Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

#### Technology and 21st Century Themes & Skills

- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.

## Computer Science

- **8.1.12.IC.3:** Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

## State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSB\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

# Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

## US History II College Prep

### Unit 3: A Changing Society (1945-1980)

Updated: June 2024

#### Unit Overview:

- (1) *Post-War American Society*
- (2) *Civil Rights Movement & Social Struggles*
- (3) *Vietnam War & Protests*
- (4) *Life in the 1970s*

*Following victory in World War II, the United States entered an era of economic prosperity that allowed living standards to rise for most Americans. The 1950s and early 60s were a period of relative peace and opportunity, but opportunity did not reach all Americans equally. For African-Americans, women, the LGBTQ community, and other minority groups; the time continued to be one of social restriction. The Civil Rights Movement fought in the American courts and through organized protests to overturn the racial segregation of black Americans, and to provide equality under the law to all races. Simultaneously, a burgeoning women's movement sought to redefine the status of American women as fully equal partners to men. In the background of these social changes was the specter of the Vietnam War, which further divided Americans on the morality of overseas Cold War conflicts. The social turmoil between liberals and conservatives continued into the 1970s, as the United States also confronted a stagnating economy & renewed conflicts overseas.*

#### Essential Questions

##### **Post-War American Society**

1. How did the economic growth of the 1950s impact living standards for many Americans?
2. What were the key characteristics of American society in the 1950s?

##### **Civil Rights Movement & Social Struggles**

#### Enduring Understandings

##### **Post-War American Society**

1. Economic growth in the 1950s allowed many Americans to enter the middle class for the first time
2. Society in the 1950s largely valued conformity and traditional family values.

##### **Civil Rights Movement & Social Struggles**

<ol style="list-style-type: none"> <li>3. How did African-Americans challenge systemic segregation during the 1950s and 1960s?</li> <li>4. What differences in philosophy emerged among civil rights leadership?</li> <li>5. How effective were the legal gains made by minority groups in creating social change?</li> <li>6. What were the key goals of the women's movement in the 1960s and 1970s?</li> </ol> <p><b>Vietnam War &amp; Protests</b></p> <ol style="list-style-type: none"> <li>7. How did the United States become increasingly involved in the Vietnam War?</li> <li>8. How did the Vietnam war divide American public opinion and negatively impact public trust in the government?</li> </ol> <p><b>Life in the 1970s</b></p> <ol style="list-style-type: none"> <li>9. Why did the American economy retract in the 1970s and how did this impact the middle-class?</li> <li>10. What foreign threats faced the United States in the 1970s and how did the nation respond?</li> </ol>	<ol style="list-style-type: none"> <li>3. African Americans challenged systemic segregation during the 1950s through legal battles, protests and social pressure at the local, state, and national levels.</li> <li>4. Leaders of the civil rights movement varied in their beliefs and their methods, resulting in both violent and non-violent approaches.</li> <li>5. Legislative victories for minority groups have eliminated many, but not all, of the legal obstacles to social equality.</li> <li>6. Many American women in the 1960s and 70s began to advocate for complete economic, social, and legal equality.</li> </ol> <p><b>Vietnam War &amp; Protests</b></p> <ol style="list-style-type: none"> <li>7. The United States' involvement in the Vietnam war expanded from the 1950s to the 1970s as a result of containment.</li> <li>8. The Vietnam War created deep divisions in society, and eroded public trust in the American government.</li> </ol> <p><b>Life in the 1970s</b></p> <ol style="list-style-type: none"> <li>9. Foreign and domestic trends led to a decline in the US economy during the 1970s which greatly damaged the middle class.</li> <li>10. The United States faced foreign threats in the 1970s and met them with mixed results.</li> </ol>
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Unit Learning Targets/Goals/Outcomes:	
Learning Target	NJSLS -Social Studies
<p><b>Post-War American Society</b></p> <ol style="list-style-type: none"> <li>1. Examine the living standards of the growing middle class in the 1950s.</li> <li>2. Identify traditional values of the 1950s and the importance of social conformity.</li> <li>3. Describe continued racial segregation and its impact on the Civil Rights movement in the 1950s</li> <li>4. Evaluate the extent to which social conformity forced marginalization of minority populations in the 1950s</li> </ol> <p><b>Civil Rights Movement &amp; Social Struggles</b></p> <ol style="list-style-type: none"> <li>5. Evaluate the impact of legal battles, protests and social pressure at the local, state, and national levels during the civil rights movement.</li> <li>6. Compare and contrast the methods of leaders of the civil rights movement.</li> <li>7. Analyze Civil Rights protests and their respective impacts on public opinion</li> <li>8. Compare and contrast the Kennedy and Johnson administration's domestic</li> </ol>	<ol style="list-style-type: none"> <li>24. 6.1.12.EconNE.13.a / 6.1.12.EconNE.13.b</li> <li>25. 6.1.12.HistoryUP.13.a</li> <li>26. 6.1.12.HistoryCC.13.c</li> <li>27. 6.1.12.EconEM.13.a</li> <li>28. 6.1.12.HistoryCC.13.a</li> <li>29. 6.1.12.HistoryCC.13.d</li> <li>30. 6.1.12.CivicsDP.13.a</li> <li>31. 6.1.12.HistoryCC.12.e</li> <li>32. 6.1.12.HistoryCC.12.a</li> <li>33. 6.1.12.EconNE.14.a</li> <li>34. 6.1.12.CivicsPD.14.a</li> <li>35. 6.1.12.HistorySE.12.a /6.1.12.HistorySE.12.b</li> <li>36. 6.1.12.EconNE.14.a</li> <li>37. 6.1.12.EconNE.15.a:</li> </ol>

policies

9. Determine the extent to which the assassination of JFK impacted the domestic policy of Lyndon Johnson
10. Identify Civil Rights protests which were crucial to the passage of the Civil Rights Act of 1964
11. Describe the enforcement of the *Brown v. Board of Education* rulings at the state level
12. Explain the federal government's efficacy in ending segregation in the south during the 1960s and 1970s
13. Evaluate the impact of the assassinations of Martin Luther King and Malcolm X on the Civil Rights movement
14. Examine social advocacy for women's rights in the 1960s and 1970s.
15. Examine social advocacy for LGBTQ rights in the 1960s and 1970s.
16. Identify the lasting legal obstacles to social equality for African Americans, Women, the LGBTQ community, and minority populations in the United States.

#### **Vietnam War & Protests**

17. Evaluate the expansion of American involvement in the Vietnam war and its effectiveness in the containment of communism.
18. Analyze the erosion of public trust in the American government as a result of the Vietnam war.
19. Examine protest music of the 1960s and 1970s for evidence of public opinion on the Vietnam War
20. Identify the impact of anti-war protests throughout the United States
21. Describe the impact of anti-war protests and government responses in colleges and universities in the United States.

#### **Life in the 1970s**

22. Identify the foreign and domestic trends which led to a decline in the US economy during the 1970s.
23. Determine which populations suffered most through the economic decline in US economy during the 1970s
24. Evaluate the response of the American government to foreign threats in the late 1970s.
25. Determine the impact of the Carter administration's foreign policies
26. Analyze the impact of the Iran Hostage Crisis on President Carter's legacy, in addition to the successful campaign of Ronald Reagan
27. Explain foreign policies of the 1970s and their lasting impact on presidential administrations

38. 6.1.12.HistoryCA.14.b
39. 6.1.12.HistoryCC.15.c
40. 6.1.12.EconNE.16.b
41. 6.1.12.HistoryCA.14.a
42. 6.1.12.HistoryCC.14.b
43. 6.1.12.HistoryCC.14.d
44. 6.1.12.GeoPP.13.a
45. 6.1.12.CivicsPI.14.c
46. 6.1.12.CivicsPI.14.d

## Unit Resources:

Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> <li>● Socratic Seminars</li> <li>● Lecture Notes &amp; Guided Notes</li> <li>● Discussions                             <ul style="list-style-type: none"> <li>○ How did American culture change in the 1950s and 60s?</li> </ul> </li> <li>● Guided analysis of primary and secondary sources                             <ul style="list-style-type: none"> <li>○ See text resources list and unit resource folder</li> </ul> </li> <li>● Vocabulary</li> <li>● Small group cooperative learning                             <ul style="list-style-type: none"> <li>○ Think-Pair-Share</li> <li>○ Jigsaw activities</li> <li>○ Projects</li> </ul> </li> <li>● Essays/Writing/DBQ's                             <ul style="list-style-type: none"> <li>○ How did leaders of the civil rights movement use different methods to fight toward the same goal?</li> <li>○ What were the main causes of mistrust in the US government?</li> </ul> </li> </ul> <p>Unit 3 Lesson Resources Folder</p>	<p><b>Secondary:</b></p> <ul style="list-style-type: none"> <li>● Pearson US History Textbook (with online access)</li> </ul> <p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>● US Government - "A Date With Your Family, Social Training Video" (1950)</li> <li>● John F Kennedy - "Speech on Civil Rights" (1963)</li> <li>● Martin Luther King Jr - "I've Been to the Mountaintop" (1968)</li> <li>● Martin Luther King Jr - "Letter from Birmingham Jail"</li> <li>● Malcolm X - "The Ballot or the Bullet"</li> <li>● Stonewall Uprising Interviews</li> <li>● Betty Friedan - "Feminine Mystique" Excerpts (1963)</li> <li>● JFK - "Address on the Cuban Missile Crisis"</li> <li>● JFK - "Let the World go Forth" speech</li> <li>● LBJ - "My Hope for America"</li> <li>● LBJ - "Great Society Speech"</li> <li>● Robert Kennedy - "Address on the Assassination of MLK"</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Stanford History Education Group</a> <ul style="list-style-type: none"> <li>○ <a href="#">Stonewall Resources</a></li> <li>○ <a href="#">Equal Rights Amendment Resources</a></li> <li>○ <a href="#">Civil Rights Movement Photo Primary Sources</a></li> </ul> </li> <li>● <a href="#">Gilder Lehrman Institute of American History</a> <ul style="list-style-type: none"> <li>○ <a href="#">Civil Rights Movement Resources</a></li> <li>○ <a href="#">Vietnam Military Statistics Resources</a></li> <li>○ <a href="#">1960s &amp; Protest Music Resources</a></li> </ul> </li> </ul>

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- [504 Students](#)
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### Formative

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- Reading of informational text and note taking/ guided notes
- Note Checks
- EdPuzzles
- Socratic Seminars
- Critical analysis of primary and secondary sources with guided questions
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- DBQ

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- Quizzes
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- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

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#### Mathematics

- S-ID.A.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).
- S-ID.B.6: Represent data on two quantitative variables on a scatter plot and describe how the variables are related
- S-ID.B.6a: Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.
- S-ID.C.9: Distinguish between correlation and causation.
- S-IC.A.1: Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.6: Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed)

#### Art

- **VA.K-2.1.5.2.R:** Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

#### Technology and 21st Century Themes & Skills

- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.

#### Computer Science

- **8.1.12.DA.5:** Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

### State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

# Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

## US History II College Prep

### Unit 4: Into a New Millenium (1980-2020)

Updated: June 2024

#### Unit Overview:

- (1) *Conservative Revolution & 1980s*
- (2) *1990s Economics & Technology*
- (3) *9/11 & War on Terror*
- (4) *Obama, Trump, and Biden Administrations*

*Entering the 1980s, most American hoped for a return to the economic prosperity of the immediate postwar era. They turned to Ronald Reagan in the 1980 Election, who quickly instituted economic policies designed to get America on track. "Reaganomics," along with other factors, did help to repair America's economy, but also created long-term changes and potential inequalities that continue to be debated. The late 80s and early 90s also saw changes to the criminal justice system that created a large increase in America's prison population. The economic restoration of the 1980s continued into the 90s due to the influence of new technologies like the internet that opened up more markets and new lines of connection around the world. American society, largely fueled by popular media, also began to include more and more marginalized groups into it broader narrative. However, despite economic success and greater inclusivity, American politics became more polarized and divided which resulted in government shutdowns throughout the 90s. Terrorist attacks on 9/11/2001 fundamentally reshaped American priorities toward national defense, as the nation fought two overseas wars to combat terrorism and increased surveillance on its people at home. An economic collapse in 2007 set the stage for Barack Obama to become President and shatter a racial barrier. Obama governed into the 2010s with mixed success, but this time also saw the rise of deepening social divisions within American society. The Supreme Court reasserted its power as Congress struggled to find common ground, and the deepening divisions in American society reached crescendos in the tumultuous elections of 2016 and 2020.*

Essential Questions	Enduring Understandings
<p><b>Conservative Revolution &amp; the 1980s</b></p> <ol style="list-style-type: none"> <li>1. Why did America have a surge of conservatism in the 1980s?</li> <li>2. How effective was Reagan’s economic policy in restoring the American economy?</li> <li>3. What changes were made to the American criminal justice system as a result of the “War on Drugs”?</li> <li>4. In what ways did the US seek to reassert its status as a superpower during the 1980s and 1990s?</li> </ol> <p><b>1990s Economics, Technology &amp; Society</b></p> <ol style="list-style-type: none"> <li>5. How did technological innovation fuel the economic changes of the 1990s?</li> <li>6. What caused an increase in political polarization in the 1990s?</li> <li>7. In what ways did women become more important as a political force during the 1990s?</li> <li>8. How did social stigmas against the LGBT community begin to shift as a result of popular culture?</li> </ol> <p><b>9/11 &amp; the War on Terror</b></p> <ol style="list-style-type: none"> <li>9. How did the 9/11 attacks affect American foreign policy in the early 2000s?</li> <li>10. What steps did the United States take to combat terrorism?</li> <li>11. How did the Bush Jr. administration seek to uncover terrorists at home?</li> </ol> <p><b>Obama, Trump, and Biden Administrations</b></p> <ol style="list-style-type: none"> <li>12. What caused the Great Recession and how did President Obama combat it?</li> <li>13. What social divisions were growing between Americans during the 2010s?</li> <li>14. What were some of the key differences between the Obama and Trump presidencies?</li> <li>15. How has the Supreme Court influenced American national policy in the 2010s and 2020s?</li> </ol>	<p><b>Conservative Revolution &amp; the 1980s</b></p> <ol style="list-style-type: none"> <li>1. The surge of conservatism in the 1980s was a result of lack of public trust in the government and cultural shifts from the previous decade.</li> <li>2. The effectiveness of Ronald Reagan’s economic policies continue to have supporters and critics.</li> <li>3. The American criminal justice system launched a crackdown on drugs in the 80s and 90s, increasing prison populations.</li> <li>4. The United States sought to reassert its status as a superpower in the 1980s and 1990s through foreign intervention in the Middle East.</li> </ol> <p><b>1990s Economics, Technology &amp; Society</b></p> <ol style="list-style-type: none"> <li>5. Technological innovations like the internet powered economic growth and social connectivity in the 1990s.</li> <li>6. Political polarization increased in the 1990s and led to less effective government.</li> <li>7. American women began to assert more direct control over government through elected representatives during the 1990s.</li> <li>8. American popular culture began to slowly embrace some elements of the LGBT community during the late 90s.</li> </ol> <p><b>9/11 &amp; the War on Terror</b></p> <ol style="list-style-type: none"> <li>9. The 9/11 attacks enhanced national security as a priority both at home and abroad.</li> <li>10. To fight terrorism, the United States fought overseas and on the homefront, with varying degrees of success.</li> <li>11. The Bush Jr. administration instituted domestic surveillance programs with the goal of uncovering potential terrorists.</li> </ol> <p><b>Obama, Trump, and Biden Administrations</b></p> <ol style="list-style-type: none"> <li>12. The Great Recession was caused by insufficient regulation and the collapse of the housing market and was combated by increased regulation and reinvestment.</li> <li>13. American society began experiencing deep division in response to social and economic challenges.</li> <li>14. Obama and Trump had opposing political ideologies that reflected the growing divisions within the United States.</li> <li>15. The Supreme Court became a more important institution in deciding national issues during the 2010s - particularly ones not solved by Congress.</li> </ol>

## Unit Learning Targets/Goals/Outcomes:

Learning Targets	NJSLs -Social Studies
<p><b>Conservative Revolution &amp; the 1980s</b></p> <ol style="list-style-type: none"> <li>1. Define the elements economic and social conservatism.</li> <li>2. Identify the causes of the surge of conservatism in the 1980s.</li> <li>3. Evaluate the effectiveness of Ronald Reagan’s economic policies.</li> <li>4. Examine any potential inequality created by Reagan’s economic policies.</li> <li>5. Describe the continuing progress of Civil Rights activists in the 1980s, and the challenges they faced.</li> <li>6. Examine the role of the AIDS epidemic in increasing discrimination and negative stigma toward the LGBTQ community.</li> <li>7. Analyze the changes to the American criminal justice system in the 1980s and 1990s</li> <li>8. Evaluate how changes to the American criminal justice system in the 80s and 90s created racial inequity.</li> <li>9. Determine the steps the United States took to reassert its status as a superpower in the 1980s and 1990s.</li> </ol> <p><b>1990s Economics &amp; Technology</b></p> <ol style="list-style-type: none"> <li>10. Explain how technological innovations of the 1990s impacted economic growth and social connectivity.</li> <li>11. Analyze how new media sources and old conflicts created high political polarization in the 1990s.</li> <li>12. Identify liberal and conservative interpretations of the 90s economy.</li> <li>13. Compare and contrast the Reagan and Clinton administrations.</li> <li>14. Identify the effects of economic growth in the 1990s.</li> <li>15. Evaluate disparities in economic growth along racial lines.</li> <li>16. Identify the growing impact of women on American politics in the 1990s.</li> <li>17. Explain the changes to middle class life that took place between 1980 and 2000.</li> </ol> <p><b>9/11 &amp; the War on Terror</b></p> <ol style="list-style-type: none"> <li>18. Identify how the 9/11 attacks caused the United States to focus heavily on national defense during the 2000s.</li> <li>19. Evaluate the motivations of Islamic extremists groups in carrying out terror attacks on the United States</li> <li>20. Evaluate the effectiveness of United States efforts to combat terrorism.</li> <li>21. Compare and contrast the wars in Iraq and Afghanistan.</li> <li>22. Explain the domestic measures taken by the Bush Jr. administration to uncover terrorists.</li> </ol>	<ol style="list-style-type: none"> <li>26. 6.1.12.CivicsPI.14.d</li> <li>27. 6.1.12.EconNE.14.a / 6.1.12.EconNE.15.a:</li> <li>28. 6.1.12.HistoryCA.14.b</li> <li>29. 6.1.12.HistoryCC.14.a</li> <li>30. 6.1.12.HistoryCC.15.c / 6.1.12.EconNE.16.b</li> <li>31. 6.1.12.HistoryCA.14.a</li> <li>32. 6.1.12.HistoryCC.14.b</li> <li>33. 6.1.12.HistoryCC.14.d</li> <li>34. 6.1.12.EconGE.16.a</li> <li>35. 6.1.12.CivicsPD.16.a</li> <li>36. 6.1.12.CivicsPI.14.d:</li> <li>37. 6.1.12.CivicsCM.14.b</li> <li>38. 6.1.12.GeoHE.14.a</li> <li>39. 6.1.12.EconNE.14.a:</li> <li>40. 6.1.12.GeoNE.14.a:</li> <li>41. 6.1.12.EconET.14.a</li> <li>42. 6.1.12.EconET.14.b</li> <li>43. 6.1.12.EconEM.14.a</li> <li>44. 6.1.12.HistoryCA.14.a</li> <li>45. 6.1.12.HistoryCC.14.c</li> <li>46. 6.1.12.HistoryCC.14.d</li> <li>47. 6.1.12.HistoryCC.14.e</li> <li>48. 6.1.12.HistoryCC.15.b</li> <li>49. 6.1.12.HistorySE.15.c</li> <li>50. 6.1.12.CivicsPD.16.a:</li> </ol>

<p>23. Analyze how the War on Terror affected the United States' international relationships.</p> <p><b>Obama, Trump, and Biden Administrations</b></p> <p>24. Examine the causes of the Great Recession and evaluate the response by the US government.</p> <p>25. Identify and explain the causes of American social division in the 2010s and 2020s.</p> <p>26. Analyze the debate surrounding the Affordable Care Act.</p> <p>27. Explain the increasing role of the Supreme Court in deciding national issues of public policy.</p> <p>28. Compare and contrast the governing styles and policies of Obama, Trump, and Biden.</p> <p>29. Evaluate the strength of the United States economy during the 2010s.</p> <p>30. Identify the American response to foreign challenges during the 2010s, including from Iran and North Korea.</p>	
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Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> <li>● Socratic Seminars</li> <li>● Lecture Notes &amp; Guided Notes</li> <li>● Discussions (See Essential Questions for key ideas) <ul style="list-style-type: none"> <li>○ What led to the rise of conservatism in the 1980s and 90s?</li> <li>○ How did America's role in the world change after 9/11?</li> <li>○ Etc.</li> </ul> </li> <li>● Guided analysis of primary and secondary sources <ul style="list-style-type: none"> <li>○ See text resources list and unit resource folder</li> </ul> </li> <li>● Vocabulary</li> <li>● Small group cooperative learning <ul style="list-style-type: none"> <li>○ Think-Pair-Share</li> <li>○ Jigsaw activities</li> <li>○ Projects</li> </ul> </li> </ul>	<p><b>Secondary:</b></p> <ul style="list-style-type: none"> <li>● Pearson US History Textbook (with online access)</li> </ul> <p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>● Jack Kemp - "An American Renaissance" (1978)</li> <li>● Jesse Jackson - "Keep Hope Alive"</li> <li>● ACT UP - AIDS Crisis Pamphlets</li> <li>● Diane Feinstein - "Year of the Woman" (1992)</li> <li>● Ronald Reagan "Morning in America"</li> <li>● Bill Clinton - "Millenium Celebration Speech"</li> <li>● George W. Bush - 9/11 Response Speech to Congress</li> <li>● Barack Obama, The Audacity Of Hope (2004)</li> <li>● Steve Jobs, Stanford Commencement Address (2005)</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Stanford History Education Group</a></li> <li>● <a href="#">Gilder Lehrman Institute of American History</a></li> </ul>

<ul style="list-style-type: none"> <li>● Essays/Writing/DBQ's <ul style="list-style-type: none"> <li>○ Were Reagan's economic practices effective? Why or why not?</li> <li>○ How effective was the US government's fight against terror?</li> <li>○ How are the social divisions of the 2010s present in your lives today?</li> </ul> </li> </ul> <p>Unit 4 Lesson Resources Folder</p>	<ul style="list-style-type: none"> <li>● George W. Bush, State of the Union Address (2002)</li> <li>● Hillary Rodham Clinton, "To the UN Commission on the Status of Women" (2010)</li> <li>● Barack Obama - "A More Perfect Union" (2008) &amp; "1st Inaugural Address"</li> <li>● Supreme Court Decisions <ul style="list-style-type: none"> <li>○ Citizens United v. FEC (2010)</li> <li>○ Shelby County v. Holder (2013)</li> <li>○ Obergefell v. Hodges (2015)</li> <li>○ Trump v. Hawaii (2018)</li> </ul> </li> </ul>	
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<p><b>List of Accommodations and Modifications</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Special Education</a></li> <li>● <a href="#">504 Students</a></li> <li>● <a href="#">At Risk Students</a></li> <li>● <a href="#">MLL</a></li> <li>● <a href="#">Gifted and Talented</a></li> </ul>
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<b>Assessments:</b>	
<b>Formative</b>	<b>Summative</b>
<ul style="list-style-type: none"> <li>- Vocabulary assignments and informal quizzes</li> <li>- Warm Up activities</li> <li>- Reading of informational text and note taking/ guided notes</li> <li>- Note Checks</li> <li>- EdPuzzles</li> <li>- Socratic Seminars</li> <li>- Critical analysis of primary and secondary sources with guided questions</li> <li>- Graphic organizers</li> <li>- DBQ</li> </ul>	<ul style="list-style-type: none"> <li>- Quizzes</li> <li>- Unit Test/ Common Assessment (College Prep level benchmark)</li> <li>- Research Projects/Presentation</li> </ul>

## Interdisciplinary Connections

### English Language Arts

- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

### Mathematics

- S-ID.A.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).

- S-ID.B.6: Represent data on two quantitative variables on a scatter plot and describe how the variables are related
- S-ID.B.6a: Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.
- S-ID.C.9: Distinguish between correlation and causation.
- S-IC.A.1: Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.6: Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed)

#### Art

- **VA.K-2.1.5.2.R:** Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

#### Technology and 21st Century Themes & Skills

- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations.

#### Computer Science

- **8.1.12.IC.3:** Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

### State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
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- [Holocaust Law](#)
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