# American Studies II
# Program of Studies Description

In this course, students will conduct an in-depth study of United States History from World War II to the present day. Students will analyze the dramatic economic, political, and social changes that occurred as the U.S. emerged from the Great Depression, played a pivotal role in World War II, and subsequently became the leading industrial and consumer economy populated by a great diversity of peoples - Native Americans and those who immigrated from around the world. Students will investigate how the U.S. rose to become a major economic and political leader in world affairs and adopted a greatly expanded role for government in response to global conflicts and domestic needs. Finally, students will study how the U.S. developed socially and culturally in the post-war era and continues to pursue more inclusive forms of freedom and equality. Course requirements include substantial additional readings and writings. Assessment will be based on exams, papers, class contribution, homework, quizzes, and projects. This course is weighted for class rank

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# American Studies II
## Syllabus

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| REQUIRED TOPICS OF STUDY | SUGGESTED INSTRUCTIONAL TIME | STANDARDS/ ELIGIBLE CONTENT | COMMON ASSESSMENT |
|---|---|---|---|
| **Chapter 24,25**<br>The United States in World War II<br>(1941–1945) | 4 Weeks | 8.1.U.A – C, 8.2.U.A – D,<br>8.3.U.A – D | Summative and Formative Assessments, In class writing, Oral Presentations |
| **Chapter 26**<br>Cold War Conflicts<br>(1945–1960) | 2 Weeks | 8.1.U.A – C, 8.2.U.A – D,<br>8.3.U.A – D | Summative and Formative Assessments, In class writing, Oral Presentations |
| **Chapter 27**<br>The Postwar Boom<br>(1946–1960) | 2 Weeks | 8.1.U.A – C, 8.2.U.A – D,<br>8.3.U.A – D | Summative and Formative Assessments, In class writing, Oral Presentations |
| **Chapter 28**<br>The New Frontier<br>and the Great Society<br>(1960–1968) | 3 Weeks | 8.1.U.A – C, 8.2.U.A – D,<br>8.3.U.A – D | Summative and Formative Assessments, In class writing, Oral Presentations |
| **Chapter 29**<br>Civil Rights<br>(1954–1968) | 3 Weeks | 8.1.U.A – C, 8.2.U.A – D,<br>8.3.U.A – D | Summative and Formative Assessments, In class writing, Oral Presentations |

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| REQUIRED TOPICS OF STUDY | SUGGESTED INSTRUCTIONAL TIME | STANDARDS/ ELIGIBLE CONTENT | COMMON ASSESSMENT |
|---|---|---|---|
| **Chapter 30**<br>The Vietnam War Years<br>(1954–1975) | 4 Weeks | 8.1.U.A – C, 8.2.U.A – D,<br>8.3.U.A – D | Summative and Formative Assessments, In class writing, Oral Presentations |
| **Chapter 31**<br>An Era of Social Change<br>(1960–1975) | 3 Weeks | 8.1.U.A – C, 8.2.U.A – D,<br>8.3.U.A – D | Summative and Formative Assessments, In class writing, Oral Presentations |
| **Chapter 32**<br>An Age of Limits<br>(1968–1980) | 3 Weeks | 8.1.U.A – C, 8.2.U.A – D,<br>8.3.U.A – D | Summative and Formative Assessments, In class writing, Oral Presentations |
| **Chapter 33**<br>The Conservative Tide<br>(1980–1992) | 4 Weeks | 8.1.U.A – C, 8.2.U.A – D,<br>8.3.U.A – D | Summative and Formative Assessments, In class writing, Oral Presentations |
| **Chapter 34**<br>The United States in Today's World<br>(1992–Present) | 4 Weeks | 8.1.U.A – C, 8.2.U.A – D,<br>8.3.U.A – D | Summative and Formative Assessments, In class writing, Oral Presentations |

Resources: *Textbook:* **The Americans.** Holt McDougal, 2013.

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| **Unit 1** | **The United States in World War II** |
| **Big Idea** | **World War II reshaped global conflict and transformed American society, positioning the United States as both a world power and a nation undergoing major internal change.** |
| **Unit Essential Questions:** | **1. How did the outbreak of war in Europe in 1939 eventually lead the U.S. to go to war?**<br>**2. Following the attack on Pearl Harbor, how did the United States mobilize for war?**<br>**3. What events led to Allied victory in Europe?**<br>**4. What events led to Allied victory in the Pacific?**<br>**5. How did mobilizing for war transform American society?** |

| Date | PA Standards/ Eligible Content | Vocabulary | Instructional Materials | Common Assessments | Link to Profile of a Zephyr |
|---|---|---|---|---|---|
| 4 Weeks | **8.1.U.A:** Historical analysis and skills development.<br><br>**8.3.U.A.C:** U.S. history – Continuity and change. | Neutrality<br>Lend-Lease<br>Pearl Harbor<br>Mobilization<br>Rationing<br>Propaganda<br>D-Day<br>Stalingrad<br>Island Hopping<br>Atomic Bomb<br>Internment<br>Discrimination<br>V-E Day<br>V-J Day | Textbook<br>PowerPoints<br>Guided Reading<br>Primary sources<br>Multimedia clips<br>Google Classroom prompts<br>Graphic organizers | Formative: Guided readings, vocabulary, debates, propaganda poster project, oral presentations, primary source analyses.<br>Summative: Unit test covering Chapters 24.4 – 25.4. | **Critical Thinkers:** Students analyze propaganda, battle strategies, and political decisions to understand multiple perspectives.<br>**Collaborators:** Group discussions, debates, and map-building activities promote teamwork and shared learning.<br>Effective Communicators: Oral battle presentations, reflective letters, and poster projects allow students to communicate ideas clearly.<br>Civic-Minded **Individuals:** Exploring topics like Japanese internment, minority contributions, and moral debates on the atomic bomb encourages civic responsibility and ethical |

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| | | | | | reflection.<br>**Problem Solvers:** Students evaluate historical challenges (mobilization, wartime strategy, discrimination) and connect them to modern issues. |

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| **Unit 2** | **The Cold War** |
| **Big Idea** | **The Cold War shaped U.S. foreign and domestic policy, altering global relations and impacting American life.** |
| **Unit Essential Questions:** | **1. Why did the U.S.-Soviet relations deteriorated after WWII?**<br>**2. How did the U.S. apply containment in Asia?**<br>**3. What was the impact of McCarthyism at home?**<br>**4. How did brinkmanship spread Cold War tensions globally?** |

| Dates/weeks | PA Standards/ Eligible Content | Vocabulary | Instructional Materials | Common Assessments | Link to Profile of a Zephyr |
|---|---|---|---|---|---|
| 2 Weeks | • **8.1.U.A:** Evaluate historical sources and evidence.<br>• **8.3.U.A.C:** Analyze U.S. policies and actions in global and domestic contexts. | Containment, Truman Doctrine, Marshall Plan, NATO<br><br>Mao Zedong, Chiang Kai-shek, Korean War, MacArthur<br><br>HUAC, Blacklist, Rosenbergs, McCarthyism<br><br>Brinkmanship, CIA, Sputnik, U-2 Incident | Google Classroom prompts, political cartoons, ethical dilemmas<br><br>Guided reading, timelines, comparative charts, discussions<br><br>Primary Sources: Truman's letters, Eisenhower's U-2 statement<br><br>Multimedia: Berlin Airlift, Korean War, McCarthy | **Formative:** Guided reading, organizer checks, discussion responses<br><br>**Summative:** Chapter/Unit test | **Critical Thinking:** Students evaluate primary sources, analyze political cartoons, and compare perspectives of U.S. and Soviet leaders.<br><br>**Effective Communication:** Learners engage in discussions, debates, and collaborative work to articulate evidence-based arguments. |

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| | | | Hearings, Sputnik broadcast<br><br>Salem Witch Trials comparison, North Korea today, Cold War science fiction | | **Problem-Solving:** Through scenario-based questions (e.g., Truman vs. MacArthur, U-2 incident), students hypothesize outcomes and consider global consequences.<br><br>**Global Awareness:** By examining U.S. foreign policy and Cold War conflicts, students build awareness of international relations and their lasting impacts.<br><br>**Civic Responsibility:** Exploring McCarthyism and civil liberties challenges encourages reflection on freedom of speech, individual rights, and democratic values. |

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| | | | | | This alignment ensures students not only gain historical knowledge but also develop the reasoning, communication, and citizenship skills emphasized in the Zephyr profile. |

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| **Unit 3** | **The Postwar Boom** |
| **Big Idea** | **Postwar America saw prosperity, consumerism, and suburban growth, but also exposed deep inequalities. The 1950s shaped the modern American Dream while sparking cultural change and civil rights struggles.** |
| **Unit Essential Questions:** | **1. What challenges and solutions did Americans face after WWII?**<br>**2. How did life and the "American Dream" change in the 1950s?**<br>**3. How did popular culture influence society and values?**<br>**4. How did urban migration and minority struggles shape American life?** |

| Dates/weeks | PA Standards/ Eligible Content | Vocabulary | Instructional Materials | Common Assessments | Link to Profile of a Zephyr |
|---|---|---|---|---|---|
| 2 Weeks | **8.1.U.A** – Evaluate historical sources and evidence to analyze continuity and change over time.<br><br>**8.2.U.A** – Analyze the political, cultural, and economic contributions of individuals and groups to Pennsylvania and the nation.<br><br>**8.3.U.A.C** – Evaluate the impact of economic, political, and cultural ideas and institutions on U.S. history. | Suburb, Dixiecrat, Fair Deal, Planned Obsolescence, Jonas Salk, Rock 'n' Roll, Beatniks, White Flight, Urban Renewal, Braceros. | Textbook<br>PowerPoints<br>Guided Reading<br>Primary sources<br>Multimedia clips<br>Google Classroom prompts<br>Graphic organizers | Chapter 28 Test<br><br>Political cartoon and primary source analysis<br><br>Response writing (e.g., causes of Nixon's loss in 1960)<br><br>Kennedy/Johnson Monument Project | **Critical Thinking:** Evaluate presidential decisions and their short- and long-term impacts.<br><br>**Communication:** Engage in debates, discussions, and presentations (e.g., monument project, court case carousel).<br><br>**Civic Literacy:** Connect 1960s reforms to ongoing issues of civil rights, poverty, and equal protection under the law. |

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| | | | | | **Collaboration:** Work in pairs/groups to interpret political cartoons, review court cases, and build collective knowledge. |

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| **Unit 4** | **The New Frontier and the Great Society** |
| **Big Idea** | **This unit explores the presidencies of John F. Kennedy and Lyndon B. Johnson during the 1960s. Students will analyze Kennedy's election and Cold War policies, evaluate the successes and failures of the New Frontier, and assess the legacy of Johnson's Great Society and the Warren Court. Through primary source analysis, political cartoons, multimedia resources, and collaborative activities, students will develop a deeper understanding of leadership, reform, and civic responsibility during a pivotal era in U.S. history.** |
| **Unit Essential Questions:** | **1. What factors contributed to Kennedy's election in 1960, and how did he respond to Cold War crises?**<br>**2. How was Kennedy's New Frontier both successful and unsuccessful?**<br>**3. How did the Great Society and Warren Court reshape American society?** |

| Dates/weeks | PA Standards/ Eligible Content | Vocabulary | Instructional Materials | Common Assessments | Link to Profile of a Zephyr |
|---|---|---|---|---|---|
| 3 Weeks | **8.1.U.A** – Historical Analysis and Skills Development<br><br>**8.2.U.A** – Pennsylvania History<br><br>**8.3.U.A.C** – United States History | 28.1 – Kennedy and the Cold War : Election of 1960, Bay of Pigs, Berlin Wall, Cuban Missile Crisis, Limited Test Ban Treaty.<br><br>28.2 – The New Frontier Domestic and foreign programs, space race, civil rights, assassination, Warren Commission.<br><br>28.3 – The Great | Textbook PowerPoints Guided Reading Primary sources Multimedia clips Google Classroom prompts Graphic organizers | Chapter 28 Test<br><br>Political cartoon and primary source analysis<br><br>Response writing (e.g., causes of Nixon's loss in 1960)<br><br>Kennedy/Johnson Monument Project | **Critical Thinking**: Evaluate presidential decisions and their short- and long-term impacts.<br><br>**Communication:** Engage in debates, discussions, and presentations (e.g., monument project, court case carousel).<br><br>**Civic Literacy:** Connect 1960s |

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| | | Society (2 days): Johnson's domestic reforms, Medicare/Medicaid, Civil Rights Act, Warren Court decisions, long-term impacts. | | | reforms to ongoing issues of civil rights, poverty, and equal protection under the law.<br><br>**Collaboration:** Work in pairs/groups to interpret political cartoons, review court cases, and build collective knowledge. |

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| **Unit 5** | **Civil Rights Movement** |
| **Big Idea** | **The Civil Rights Movement of the 1950s–1960s transformed American society through legal challenges, grassroots activism, and diverse leadership, leading to significant social and political change.** |
| **Unit Essential Questions:** | **1. How did the leaders, goals, and strategies used advance the civil rights movement of the 1960s?**<br>**2. How did legalized segregation deprive African Americans of their rights as citizens?**<br>**3. How did civil rights activism and government response evolve from the 1950s through the 1960s?**<br>**4. How did the Civil Rights Movement change direction under new leadership?**<br>**5. What were the major accomplishments and challenges of the Civil Rights Movement?** |

| Dates/weeks | PA Standards/ Eligible Content | Vocabulary | Instructional Materials | Common Assessments | Link to Profile of a Zephyr |
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| 3 Weeks | **8.1.U.A** – Evaluate historical evidence.<br><br>**8.3.U.A.C** – Analyze the interaction of cultural, economic, geographic, political, and social relations. | **Ch. 29.1:** Segregation, Plessy v. Ferguson, Brown v. Board of Education, Little Rock Nine, Rosa Parks, Sit-ins, SNCC.<br><br>**Ch. 29.2:** Freedom Riders, James Meredith, Birmingham Campaign, “Letter from Birmingham Jail,” March on Washington, Civil Rights Act of 1964, Voting Rights Act of 1965. | **Ch. 29.1–29.3** PowerPoints (embedded pictures and videos)<br><br>Textbook readings (sections 29.1, 29.2, 29.3)<br><br>Guided Reading Questions<br><br>Primary Sources: “Letter from Birmingham Jail,” “I Have a Dream” speech Civil Rights music recordings | **Formative:** Guided Reading activities, class discussions, participation, musical analysis.<br><br>**Summative:** Chapter 29 Test covering major events, leaders, and outcomes of the Civil Rights Movement. | Demonstrate critical thinking through primary source analysis.<br><br>Show collaboration and discussion skills.<br><br>Reflect on civic responsibility and historical context in relation to modern society. |

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| | | **Ch. 29.3:** De facto segregation, De jure segregation, Malcolm X, Nation of Islam, Stokely Carmichael, Black Panthers, Urban Violence, Black Power. | Extension readings and primary source documents<br><br>Graph and poster analyses | | |

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| **Unit 6** | **The Vietnam War** |
| **Big Idea** | **The Vietnam War reshaped U.S. foreign policy, divided the nation at home, and left a legacy that continues to influence American politics and society.** |
| **Unit Essential Questions:** | **1. What events led to U.S. involvement in Vietnam?**<br>**2. What was warfare like in Vietnam, and why did it become a stalemate?**<br>**3. Why was the nation divided over the war in Vietnam?**<br>**4. What events, both domestic and abroad, made 1968 a challenging year for the United States?**<br>**5. What events led to the end of the Vietnam War, and how did it impact future generations?** |

| Dates/weeks | PA Standards/ Eligible Content | Vocabulary | Instructional Materials | Common Assessments | Link to Profile of a Zephyr |
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| 4 Weeks | **8.1.U.A-** Historical Analysis and Skills Development<br><br>**8.3.U.A.C-** United States History – Understanding continuity and change in U.S. history | Geneva Accords, Tonkin Gulf Resolution, Escalation, Attrition, Hawks & Doves, Tet Offensive, Vietnamization, War Powers Act, Legacy | Chapter 30.1–30.5 PowerPoints (with embedded pictures and videos)<br><br>Textbook readings & guided notes<br><br>Primary source readings (e.g., John McCain account, protest posters, music connections)<br><br>Maps of Vietnam and the Ho Chi Minh Trail | Formative: Guided reading questions, class discussions, graphic organizers<br><br>Summative: Chapter Test covering all five sections (30.1–30.5) | **Critical Thinkers:** Evaluate leadership decisions and their consequences.<br><br>**Effective Communicators:** Discuss and debate opposing viewpoints about the war.<br><br>**Responsible Citizens:** Connect historical decisions to civic responsibilities today. |

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| | | | Protest images, political cartoons, and multimedia clips | | |

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| **Unit 7** | **The Era of Social Change** |
| **Big Idea** | **During the 1960s, diverse groups in the United States sought equality and challenged traditional values, reshaping politics, culture, and society.** |
| **Unit Essential Questions:** | **1. How did Latinos, Native Americans, and women confront injustice and push for reform?**<br>**2. What strategies did these groups use to gain civil rights and recognition?**<br>**3. How did the counterculture challenge traditional American values, and how did mainstream and conservative groups respond?**<br>**4. What lasting impact did the movements of the 1960s have on U.S. society?** |

| Dates/weeks | PA Standards/ Eligible Content | Vocabulary | Instructional Materials | Common Assessments | Link to Profile of a Zephyr |
|---|---|---|---|---|---|
| 3 Days | **8.1.U.A** – Evaluate chronological thinking.<br><br>**8.3.U.A.C** – Evaluate continuity and change in U.S. history. | Latinos, Cesar Chavez, United Farm Workers, Native American Rights, AIM (American Indian Movement), ERA (Equal Rights Amendment), Feminism, Betty Friedan, Gloria Steinem, Counterculture, Hippies, Conservative Response, Consciousness Raising, The Feminine Mystique. | **Ch. 31.1** PPT & Notes: Latinos and Native Americans Seek Equality<br><br>**Ch. 31.2 PPT & Notes:** Women Fight for Equality<br><br>**Ch. 31.3 PPT & Notes:** Culture and Counterculture<br><br>**Primary sources:** United Farm Workers poster, excerpts from The | **Formative:** Guided reading responses, discussion questions, warm-ups, graphic organizers.<br><br>**Summative:** Chapter 31 test (covering all three sections).<br><br>**Performance/ Extension:** Cesar Chavez “American Lives” | **Critical Thinker:** Evaluate successes and failures of social movements.<br><br>**Effective Communicator:** Discuss and debate key civil rights issues.<br><br>**Responsible Citizen:** Understand civic participation and advocacy for equality.<br><br>**Collaborative Learner:** Work in groups on guided reading and extension tasks. |

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| | | | Feminine Mystique, ERA geography map, 1960s music samples.<br><br>Graphic organizers, guided reading worksheets, extension readings. | reflection. ERA geography analysis. Counterculture vs. 1920s flappers Venn diagram. | |

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| **Unit 8** | **An Age of Limits** |
| **Big Idea** | **The 1970s reshaped American politics, foreign policy, and society, as presidents Nixon, Ford, and Carter navigated domestic challenges, global tensions, and environmental concerns.** |
| **Unit Essential Questions:** | **1. How did the Nixon Administration attempt to steer the nation toward conservatism while facing domestic and foreign challenges?**<br>**2. What was the impact of the Watergate scandal on the presidency and American trust in government?**<br>**3. How did Presidents Ford and Carter address economic and foreign policy issues of the 1970s?**<br>**4. How did environmental activism of the 1970s reshape government policy and public awareness?** |

| Dates/weeks | PA Standards/ Eligible Content | Vocabulary | Instructional Materials | Common Assessments | Link to Profile of a Zephyr |
|---|---|---|---|---|---|
| 3 Days | **8.1.U.A-** Historical Analysis and Skills Development<br><br>**8.3.U.A.C**-United States History: Post-WWII to Present | Realpolitik<br>OPEC<br>Stagflation<br>Imperial Presidency<br>Watergate<br>Detente<br>Human Rights Foreign Policy<br>Camp David Accords<br>Environmentalism<br>Silent Spring<br>Three Mile Island | **Chapter 32.1–32.4** PowerPoints (embedded pictures, videos, and text)<br><br>**Chapter 32** Notes & Guided Readings<br><br>Extension Readings (Kissinger, EPA poster, etc.) | **Formative:** Guided Readings, discussion questions, note summaries, graphic organizers<br><br>**Summative:** Unit Test (covering Ch. 32.1–32.4) | Critical thinking, civic responsibility, and understanding the role of government and citizens in shaping democracy. |

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| **Unit 9** | **The Conservative Tide and Its Effects** |
| **Big Idea** | **The rise of conservatism in the 1980s reshaped American politics, society, economy, and foreign policy, leaving lasting impacts on the United States.** |
| **Unit Essential Questions:** | **1. How did conservatism reach a high point with the election of Ronald Reagan and George H.W. Bush?**<br>**2. How did conservative domestic and economic policies affect American society?**<br>**3. How did social issues shape the 1980s, and how did the government respond?**<br>**4. How did the end of the Cold War reshape America's foreign policy?** |

| Dates/weeks | PA Standards/ Eligible Content | Vocabulary | Instructional Materials | Common Assessments | Link to Profile of a Zephyr |
|---|---|---|---|---|---|
| 4 Days | **8.1.U.A** – Evaluate chronological thinking and historical comprehension.<br><br>**8.3.U.A.C** – Analyze the interaction of cultural, economic, geographic, political, and social relations. | Conservatism, New Right, Moral Majority<br><br>Reaganomics, Deregulation, Coalition<br><br>Abortion, Urban Crisis, Equal Rights, Drug Epidemic<br><br>Cold War, Glasnost, Perestroika, Iran-Contra, Persian Gulf War | PowerPoints: Ch. 33.1–33.4 (embedded visuals and video clips)<br><br>Textbook chapters & guided notes<br><br>Extension readings (primary and secondary sources) | **Formative:** Guided reading checks Vocabulary activities<br><br>Class discussions & note summaries<br><br>**Summative:** Unit Test on Chapter 33 (all four lessons) | **Critical Thinking & Problem Solving:** Analyze the causes and effects of political, social, and economic change during the 1980s–early 1990s.<br><br>**Collaboration & Communication:** Engage in discussions, collaborative pair work, and debates on controversial policies and social issues. |

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| | | | | | **Civic Responsibility:** Explore the role of citizens and leaders in shaping democracy, including movements for equality, responses to social problems, and foreign policy decisions.<br><br>**Cultural & Global Awareness:** Examine how U.S. conservatism and Cold War foreign policy impacted international relations, diverse populations, and minority groups.<br><br>**Adaptability & Lifelong Learning:** Connect past political and social shifts to present-day challenges, encouraging reflection on how society adapts to change. |

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| **Unit 10** | **The United States in Today's World** |
| **Big Idea** | **As the 20th century ended, the United States entered a new era shaped by political realignment, globalization, technological transformation, and a changing national identity.** |
| **Unit Essential Questions:** | **1. How did America's political landscape change from the 1990s through the early 2000s?**<br>**2. What economic and technological developments transformed American society?**<br>**3. How did globalization, terrorism, and foreign policy challenges redefine the U.S. role in the world?**<br>**4. In what ways did America's population, culture, and technology continue to evolve in the new millennium?** |

| Dates/weeks | PA Standards/ Eligible Content | Vocabulary | Instructional Materials | Common Assessments | Link to Profile of a Zephyr |
|---|---|---|---|---|---|
| 4 Weeks | **8.3.12.A** – Evaluate continuity and change in the history of the United States.<br><br>**8.3.12.C** – Evaluate how continuity and change in U.S. history influenced modern society.<br><br>**5.3.12.A** – Analyze the structure and functions of government. | Bill Clinton, George H. W. Bush, H. Ross Perot, NAFTA, Contract with America, Newt Gingrich, Al Gore, impeachment, George W. Bush, terrorism, Department of Homeland Security, globalization, service sector, dotcom, NASDAQ, Bill Gates, WTO, information superhighway, | **Textbook:** Chapter 34 – The United States in Today's World<br><br>**Primary Sources:** "On the Pulse of Morning" (Maya Angelou), political cartoons, Clinton impeachment transcript excerpts<br><br>**Videos:** CNN's The 1990s, The 2000s: A New Reality | Section quizzes (1–4)<br><br>Thematic essay: The United States at the Turn of the Millennium<br><br>Group project: Technology timeline 1990–Present<br><br>Unit Test (MC, SA, DBQ) | **Critical Thinking** – evaluating political, economic, and social change.<br><br>**Global Awareness** – understanding America's role in a globalized world.<br><br>**Technological Literacy** – exploring the impact of innovation on modern life.<br><br>**Civic Responsibility** – analyzing how democracy evolves in the 21st century. |

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| | | Internet, Telecommunications Act of 1996, biotechnology, genetic engineering, human genome, Barack Obama. | Articles and handouts on globalization, technology, and diversity | | |