

## Curriculum Guide

**Name of Course:** American Studies II Honors

**Written/Revised:** 2009

**Course Number:** 221.01

**Number of Credits:** 5

**Level of Course:** Honors

**Grade Level Offered:** 11

**Prerequisite:** American Studies Honors I or Honors Test

### **Course Description:**

American Studies Two has been designed as the third year required Social Studies course. American Studies Two is presented on three separate levels of instruction. These levels are: Honors, College Prep-A, and College Prep-B. All three levels of instruction have been designed to enable every student to understand and appreciate the forces that have shaped the United States of America. By the end of Grade 12, students will be required to display a mastery of the New Jersey Core Proficiency Standards, building upon knowledge and skills gained in preceding grades. *Copies of the New Jersey Core Proficiency Standards are available upon request.* Social Studies Skills and New Jersey History will be integrated into the instruction as appropriate for each content standard.

### **Core Curriculum Content Standards Addressed:**

Standard 6.1 All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of Civics, History, Geography, and Economics.

Standard 6.2 (Civics) All students will know, understand and appreciate the values and principles of American Democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

Standard 6.3 (World History) all students will demonstrate knowledge of world history in order to understand life and events in the past and how they relate to the present and the future.

Standard 6.4 (United States and New Jersey History) All students will demonstrate knowledge of the United States and New Jersey history in order to understand life and events in the past and how they relate to the present and the future.

Standard 6.5 (Economics) all students will acquire an understanding of key economic principles.

Standard 6.6 (Geography) all students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.

## **Course Outline/ Timeline:**

### **Marking Period One**

#### **The Great Depression and World War II**

##### **23 – Affluence and Anxiety,**

##### **24- The Great Depression and the New Deal**

Summer Assignment – students will compile a Depression-New Deal photo album through a website assignment in New Deal archives.

##### **Unit Goals**

Students should be able to:

1. Give three reasons for the deepening economic depression and three measures Hoover took to stem the Depression.
2. Characterize the first new Deal from 1933 to 1935 and name several measures of relief, recovery, and reform passed in the first 100 days.
3. Show how the Works Progress Act and the Social Security Act exemplified the move of the second new Deal toward goals of social reform and social justice.
4. Explain the significance of the Wagner Act and its impact on organized labor.
5. Characterize the New Deal's programs for minority groups.
6. Give three or four examples of the "other side" of the 1930s.

##### **Unit Objectives**

1. Students content knowledge will be evaluated through the use of two or three content quizzes, an objective chapter test (multiple choice, true/false, matching and fill-ins), and an essay test.
2. Students will read, discuss and take a quiz on the article, "FDR's Splendid Deception".
3. Students will construct a chart of New Deal programs in their notebooks.
4. Students will compile the Depression/new Deal photo album via research on the computer over the summer.

#### **Chapter 25 - World War II**

##### **Unit Goals**

Students should be able to:

1. Describe the response of the United States to the Ethiopian crisis, the Spanish Civil War, and Japanese aggression in china.
2. Show how wartime government agencies and boards helped to turn America's economy to wartime goals
3. Explain the reasons for internment of the Japanese-Americans and contrast that policy with that toward Italian-Americans and German-Americans.

4. Assess the economic impact of the war on black and Hispanic Americans and women.
5. Describe the political and diplomatic concerns that became important at the war's end, especially the controversy over opening a second front, and explain the agreements the United States and the Soviet Union reached at Yalta.
6. Explain why the US used the atomic bomb and evaluate the decision militarily, diplomatically, and morally.
7. Discuss racism and attitudes toward women as a part of the American wartime experience.

### **Unit Objectives**

1. Students will research the internet and present group projects in power point on varying topics concerning the Second World War. The projects will incorporate numerous primary sources including photos, artwork, letters, and government documents.
2. Students will be evaluated through intermittent quizzes on the material as well as through a chapter post test and chapter essay test.
3. Students will read, discuss, take notes on and take a quiz on the article, "War of the Worlds" as well as the article, "Hitler's Legions in America".
4. Students will analyze the primary source political cartoons in the book, Dr. Seuss Goes to War.
5. Students will visit the National Geographic website on Pearl Harbor and conduct the web quest given them.

(Chapter 24 – The Great Depression and the New Deal)

(Chapter 25 - World War II)

Project- Faces of the Great Depression, World War II Propaganda, Pearl Harbor Assignment (*National Geographic*) World War II Project ( A Primary Document Project Involving World War II )

Videos: *Great Depression*, *The Century- 1930's*, *1940's*, opening scene, *Saving Private Ryan*

### **Marking Period Two**

#### **The Cold War and Post World War II America**

#### **Chapter 26 – Postwar America at Home, 1945-1960**

##### **Unit Goals**

Students should be able to:

1. Describe the postwar economic boom and its effect in the corporate world, workers' world and agricultural world, as well as on the environment.
2. Explain the demographic growth patterns of the United States in the postwar years and state the appeal of suburban living and the automobile for the American people.
3. Give examples of cultural conformity in the 1950s, particularly on women's lives, and describe the values espoused by cultural rebels.

4. Characterize Truman's challenges as he faced reelection in 1948 and give three reasons why he won.
5. Compare and evaluate the Truman and Eisenhower administrations.
6. Assess the gains and losses of groups in "the other America" in the postwar years.

**Unit Objectives**

1. Students will analyze primary source documents through 1950s advertisements projected in the classroom.
2. Students will be evaluated through intermittent quizzes, chapter tests, including both a pre-test and a post test and an essay test.
3. Students will read, discuss and take a quiz on the article, "Intellect on Television: The Quiz show Scandals of the 1950s".
4. Students will view the film, *Quiz Show* emphasizing the conformity of the 1950s.

**Chapter 27- Chills and Fever during the Cold War**

**Unit Goals**

Students should be able to:

1. Describe the conflicting political and economic goals of the United States and the USSR for the postwar world and how these clashing aims launched the cold War.
2. Define containment and explain the development and meaning of the Truman doctrine, the Marshall Plan, and NATO.
3. Show how the Chinese Revolution, the Korean War, and the civil war in Vietnam affected US Cold War foreign policy.
4. Name two or three main principles of the Eisenhower-Dulles foreign policy And describe two or three events that tested that policy in Europe, Southeast Asia, the Middle East, and Latin America.
5. Describe the process and effects of nuclear proliferation during the Cold War.
6. Show the relationship between the emergence of internal loyalty programs and the Second Red Scare in the United States.

**Unit Objectives**

1. Students will analyze Cold War documents and present them in class for their classmates to discuss and take notes on.
2. Students will be evaluated by a document based test on the items used in class.
3. Students will be required to write a Document Based Question (DBQ) on, the Cold War.
4. Students will view the Twilight Zone episode, *The Monsters are Due on Maple Street* and analyze and discuss its reflection of the 1950s political environment and McCarthyism.
5. Students will read, discuss, takes notes and a quiz on the article, "the Age of Conspiracy and Conformity: Invasion of the Body Snatchers.

(Chapter 26 – Postwar America at Home, 1945-1960)

(Chapter 27 - Chills and Fever during the Cold War )

Project - Analysis and Presentation of cold war documents, i.e., The Truman Doctrine, the Marshall Plan, the Long Telegram, etc.

Film - David Halberstem's *The 1950's, The Century – 1940's , 1950's, Twilight Zone; The Monsters are Due on Maple Street*. Excerpts from, *Invasion of the Body Snatchers, Letters from Home*

### **Marking Period Three**

## **A Period of Turmoil and Change**

### **Chapter 28- Reform and Rebellion in the Turbulent Sixties, 1960-1969**

#### **Unit Goals**

Students should be able to:

1. Define the meaning of John Kennedy's "New Frontier" and describe the tone, achievements, and failures of his administration.
2. Define Lyndon Johnson's "Great Society" and describe how well it achieved or failed to achieve its goals.
3. Identify the arguments for and against strong assertions of governmental power in the 1960s and 1970s.
4. Discuss the philosophical position of the majority of the Supreme Court during the 1960s and list the most significant cases decided by the court involving civil rights and civil liberties.
5. Discuss the major reasons for the development of the student movement during the 1960s and describe the chief ways in which the participation in the movement expressed their objectives.
6. Discuss President Kennedy's foreign policy with Latin America and show how it led to confrontation with the Soviet Union.
7. Explain the reasons for the shift in the civil rights movement from its nonviolent phase to the black power militancy of the late sixties.

#### **Unit Objectives**

1. Students' content knowledge will be evaluated through quizzes throughout the chapter given on student presentations as well as by a pre-test, post-test and essay test.
2. Students will research and prepare project presentations on their given topic and present them to the class for students to construct notes from.
3. Students will construct a chart on the Supreme Court cases of the 1960s Warren Court.
4. Students will read, analyze and discuss the biographies of the Civil Rights leaders Dr. Martin Luther King and Malcolm X as well as analyze, compare and contrast their philosophies through document analysis.

### **Chapter 29 – Disorder and Discontent, 1969-1980**

#### **Unit Goals**

Students should be able to:

1. Discuss President Nixon as a political leader and evaluate his economic and social programs.
2. Discuss the foreign policy of President Nixon
3. Explain the Watergate incident and discuss why, the American public in general wanted him removed from office.

4. Discuss the major goals of feminist leaders and show the similarities between the women's movement and the civil rights movements.
5. Describe the efforts of Latino and Native American leaders and groups to improve their position and quality of life, and show how these movements also were patterned on the black experience.
6. Describe and evaluate the youth culture in recent American life.

**Unit Objectives**

1. Student knowledge will be evaluated through quizzes, pre-test, post-test, and essay test.
2. Students will analyze primary source documents of protest song lyrics of the 1960s, They will demonstrate knowledge gained by discussing the incident or movement to which the song is referring.

(Chapter 28 - Reform and Rebellion in the Turbulent Sixties, 1960-1969 )

(Chapter 29 - Disorder and Discontent, 1969-1980)

Project - Primary Source Comparison: MLK and Malcolm X, MLK Web Quest/ Scavenger Hunt, Little Rock Nine web quest, Culture Studies of the 60's: Musicians and Artists, *Century 1960's, Eyes On The Prize, Attica*

**Marking Period Four**

**Continuity and Change**

**Chapter 30 – The Revival of Conservatism**

**Unit Goals**

Students will be able to:

1. Understand how America's role in the world has changed, and the extent to which old principles and practices of foreign policy might yet guide America's relationship with the rest of an increasingly smaller world
2. Show how the conservative policies of the Reagan and Bush presidencies contributed to the disordered and declining economy of the 1980s.
3. Describe the American role in the rapidly changing world of Asia, Africa, Latin America, the Middle East, Europe and the countries of the former Soviet Union.
4. Discuss the main social, political and economic features of the conservative administrations of Presidents Reagan and Bush.
5. Discuss the American response to African struggles against apartheid in South Africa during the Reagan and Bush years.
6. Identify conservative goals and the impact conservative policies had on U.S. society.

**Unit Objectives**

1. Student knowledge will be assessed through a pre-test, quizzes and a post test as well as an essay test.
2. Students will read and discuss Reagan quotes and evaluate his Presidency as well as his popularity.
3. Students will study how widespread the turbulence that led to the fall of communism was through map analysis.

## Chapter 31 – Post cold War America

### Unit Goals

Students should be capable of:

1. Discussing the new patterns of immigration and U.S. reactions to immigration.
2. Characterizing the U.S. population as detailed on the 2000 census.
3. Discussing the booms and busts that occurred in the U.S. economy between 1992 and 2002 and the factors that contributed to those events.
4. Describing the aging of America and the challenges it presents to the nation.
5. Assessing the progress African Americans made during the 1990s in their effort to gain equality.
6. Discussing the aggressive challenge under President Clinton of democrats to Republican rule as well as the main features of their challenge.
7. Contrasting the foreign policies of presidents Clinton and Bush concerning the Middle East and Africa.

### Unit Objectives

1. Student content knowledge will be evaluated through the use of pre-test, quizzes, a post-test and an essay test.
2. Students will view the terrorist attacks of 9/11 and discuss and access the anti-terrorism campaign that ensued.
3. Students will complete a map assignment on the Election of 2000.
4. Students will complete any assignment given in conjunction with unit films that are shown and discussed.

(Chapter 30 - The Revival of Conservatism)

(Chapter 31- Post Cold War America)

Project: Create a chart that compares and contrasts Reagan's Cold War Policies and G.W. Bush's Post-9/11 Policies.

Video - *The History Channel; The 1970's / The 1980's, The Century- 1970's, 1980's, 1990's , The Reagan Years, 9/11*

### Additional Assignments and Materials:

### Reference/Textbook:

Text (Honors Only ) : **The American People : Creating a Nation and a Society** , Nash, Gary B., *et al.*; Longman, 7<sup>th</sup> edition , 2005.

### Evaluation Tools:

Tests, Essays	:	40 %
Projects		20 %
Homework/Class work /Quizzes		40%

It is the policy of the Social Studies Department that all assignments are to be presented in a timely manner. All assignments that are turned in after their due date will be

considered “late.” Assignments that are one day late will result in a permanent loss of credit.

High Point Regional High School’s curriculum and instruction are aligned to the State’s Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

**Additional Course Policies:**

The Department Honors Policy requires faculty recommendation and an entrance exam for placement into the Honors Level. Students previously enrolled in an Honors course who have also maintained a “B” average at the end of the first semester may not be required to re-apply for placement at the Honors Level. *A copy of the Department Honors Policy is available by request.*

Faculty recommendation is required for placement into all other course levels.

Students at the Honors Level may be required by their Instructor to complete a summer assignment.

Both the Honors Level and the Academic Level require student assessment through the use of a pre-test for reading content.