



# CHELMSFORD HIGH SCHOOL

## US History II - CP 2023-2024

### **COURSE DESCRIPTION**

In United States History II, students investigate and analyze the dynamic history of the United States from the 1920s to modern day. Students will utilize a variety of resources including primary and secondary sources, images, videos, maps, and data to critically consider events of the past. Students will continue to develop the skills to respond to enduring questions and challenges in the “American Experiment”. This course requires critical thinking, analytical reading and writing. **All students will participate in an action civics project designed to offer practice and build skills in citizenship.** Students must have successfully completed US History I.

Prerequisite(s): Modern World History and US History I

### **REQUIRED TEXTS**

Lapsansky-Werner, E., Levy, P. , Roberts, R. & Taylor, A. 2016. **United States History**. Boston, Massachusetts: Pearson.  
ISBN 978-0-13-330695-8

### **COURSE GOALS AND STUDENT LEARNING OUTCOMES**

#### **COURSE GOALS**

By the end of the course, students will be able to...

1. Expand civic knowledge, skills and dispositions
2. Conduct Inquiries
3. Organize information from a variety of sources
4. Analyze purpose/point of view; distinguish opinion from fact
5. Evaluate sources
6. Explain conclusions with valid reasoning and evidence
7. Determine next steps and take informed action

Students will be expected to think and communicate effectively. Throughout this course, students should: read information critically to develop understanding of concepts, topics and issues. write clearly, factually, persuasively and creatively, speak clearly, factually, persuasively and creatively using a variety of technology/media to obtain, organize and communicate information and solve problems, and conduct research to interpret issues or solve complex problems using a variety of data and information sources.

#### **STUDENT LEARNING OUTCOMES**

1. Explain the centralization and decentralization of economic and political influences.
2. Identify and compare the movements and interactions of people, technology, ideas and culture in a national and transnational context.
3. Use critical thinking to evaluate historical sources and scholarship.
4. Analyze the changing relationship of the United States with the rest of the world.
5. Explain how evidence is analyzed and used to construct historical knowledge.

## **COURSE STANDARDS**

### **US History II Topics Topic**

- Topic 1. The role of economics in modern United States history
- Topic 2. Modernity in the United States: ideologies and economies
- Topic 3. Defending democracy: responses to fascism and communism
- Topic 4. Defending democracy: the Cold War and civil rights at home
- Topic 5. United States and globalization

### **[DESE HISTORY AND SOCIAL SCIENCES STANDARDS LINK](#)**

#### **Goals of the Student-Led Civics Project:**

- Develop civic dispositions and a sense of self-efficacy.
- Develop and practice civic skills.
- Build civic content knowledge.
- Develop and practice literacy skills, including digital media literacy.
- Conduct inquiries and determine next steps.
- Develop and practice social-emotional skills.
- Be more academically engaged.
- Develop cultural competence and social political awareness.

### **[DESE CIVICS PROJECT LINK](#)**

## **PERSONS WITH DISABILITIES**

Chelmsford High School is committed to supporting the success and well-being of all students, regardless of varying abilities and levels of adaptive skills. The Special Education office provides services and resources to empower each student to attain their highest level of academic success and learning independence.

## **ACADEMIC INTEGRITY**

At Chelmsford High School, students are expected to maintain high moral and ethical standards, as exemplified by the final sentence of our mission statement: *“A spirit of respect is fostered, as members take responsibility for their actions and acknowledge the rights and differences of others.”* (CHS Mission Statement)

Students should respect themselves, other students, staff members and the school. The acts of cheating and plagiarism violate expectations that students will exhibit respectful, ethical behavior.

[The Academic Honor Code](#) exists to address the issues of cheating and plagiarism.

## **GRADING POLICIES**

Please connect with individual teachers for specific information regarding grading. Students will be able to monitor academic progress biweekly through X2/ASPEN.

Students are strongly encouraged to take advantage of the academic support programs and services (such as PRIDE Block, after-school help, etc.) available to them to help ensure and support success. Information about these services can be found by accessing Clever and speaking with your classroom teacher.

## **COURSE SKILLS**

The following skills are addressed in this course:

1. Developing questions that guide inquiry and research
2. Analysis of effective argument and critical thinking from the historic record
3. Expressing oneself clearly and effectively through writing and speaking

4. Critical analysis of documents, maps, graphs, and other graphic data

## **COURSE OUTLINE**

### **1. Unit I: The Roaring Twenties & Great Depression**

- a. Were the major social issues and conflicts of the Twenties uniquely modern, or were they merely continuations of earlier issues and conflicts
- b. To what extent is the following statement valid: “The Twenties were the new Gilded Age”.
- c. To what extent did the writers and artists of the Twenties reflect and challenge traditional American values
- d. What were the underlying causes of the Great Depression and the initial attempts by the Hoover administration to mitigate its effects
- e. Determine to what extent did the reforms of the New Deal transform the role of government, and to what extent did they merely build upon earlier foundations
- f. The evolution of the conflict between FDR and the Supreme Court from the beginning of his first term to the beginning of the Second World War.
- g. Major arguments made by New Deal critics
- h. To what extent did Americans accept and approve of the changes wrought by New Deal policies and legislation
- i. How did FDR reconcile his own beliefs about intervention with the isolationist mood of the country at the time?

### **2. Unit II: World War II Era**

- a. 1. Citing leaders, battles and other events, what were the high points, low points, and turning points of the war in Europe
- b. Citing leaders, battles and other events, identify the high points, low points and turning points of the war in the Pacific
- c. Determine to what extent the two wars can be compared in terms of (a) treatment of minorities, (b) opportunities for women, (c) civil liberties, (d) plans for the post war order
- d. Trace the course of diplomatic relations between allies from the beginning of the war to the end. Identify how the goals and strategies changed over time.
- e. What were the arguments for and against dropping the atomic bomb in 1945? In what ways was the Marshall Plan an attempt to avoid the mistakes that had been made after the Treaty of Versailles? To what extent did relations break down between the United States and the Soviet Union in the wake of the Second World War? In what ways did the containment policy and the fallout from the Chinese Revolutions contribute to the culture of fear and conservatism during the 1950s?

### **3. Unit III: The Cold War**

- a. Summarize the factors that contributed to the Cold War, including Soviet expansion in Eastern Europe and the differences between democracy and communism. In what ways was the Marshall Plan an attempt to avoid the mistakes that had been made after the Treaty of Versailles?
- b. Describe the policy of containment, including the Truman Doctrine, the Marshall Plan, and NATO, as America’s response to Soviet expansionist policies.
- c. In what ways was the Marshall Plan an attempt to avoid the mistakes that had been made after the Treaty of Versailles?
- d. Describe the development of the arms race and the key events of the Cold War era.
- e. Describe the global surge in economic productivity during the Cold War and describe its consequences.

- f. Explain the various factors that contributed to post-World War II economic and population growth.
- g. Describe the development and goals of nationalist movements in Africa, Asia, Latin America, and the Middle East, including the ideas and importance of nationalist leaders.
- h. Explain the background for the establishment of the modern state of Israel in 1948, and the subsequent military and political conflicts between Israel and the Arab world.
- i. In what ways did the containment policy and the fallout from the Chinese Revolutions contribute to the culture of fear and conservatism during the 1950s?

#### **4. Unit IV: The Vietnam War**

- a. What were the causes of the Vietnam War?
- b. How did the growing discontent with the war influence changes in American policy between 1965 to 1975?
- c. Describe the impact of the anti-war and protest movement.
- d. How did the powers of the president expand during the War? What were the intended and unintended consequences of that expansion?

#### **5. Unit V: Civil Rights**

- a. What impact did the Dred Scott case and the Emancipation Proclamation have on the early struggle for civil rights?
- b. Explain why the Supreme Court interpreted early civil rights laws and the 14th Amendment narrowly in the late 19th century.
- c. Explain the gains that the movement made in desegregating schools and public places in the mid-20th century.
- d. Explain the goals of the civil rights movement in the middle and late 1960s?
- e. In what ways did the civil rights movement evolve in the late 1960s and early 1970s?
- f. Explain the overall impact of the civil rights movement.
- g. Describe the organizations that were formed to aid in the civil rights movement.

#### **6. Unit VI: Era of Change**

- a. Why did the United States experience a period of rapid social and cultural change in the 1960s and 1970s?
- b. How did the movements for equal rights for women and minorities emerged in the 1960s?
- c. How were economic problems at home and political problems abroad characterized in the 1970s?
- d. How did the political turbulence of the 1960s provoke a conservative reaction in the 1970s?

#### **7. Unit VII: America in the 80's and 90's**

- a. What is the "Political Spectrum" and provide examples of Radical, Liberal, Conservative and Reactionary ideologies from the U.S. History?
- b. What were Reagan's economic policies? Assess their success.
- c. What is the correlation between Reagan's leadership and the rise of the conservative movement in the late 20th Century?
- d. What were the events that led to the end of the Cold War?
- e. How did the end of the Cold War affect U.S. foreign policy?
- f. What was the evolution of U.S. foreign policy in the Middle East from 1978 to 2004?
- g. What were the domestic and foreign policies of Bill Clinton and evaluate his presidency?

## 8. Unit VIII: America in the 21st Century

- a. How did a revolution in technology continue to transform American business, industry, health, science, and lifestyles?
- b. How has globalization changed the national economy and tied America more closely to the world?
- c. How did the attacks of September 11, 2001 shape domestic security and foreign policy in the early 2000s? What are the challenges that the United States faces in the 21st century?

## 9. Unit IX: Civics Project:

- a. What is the purpose of the government?
- b. What does the government owe us and vice versa?
- c. What does it mean to be a good citizen?

### Assignments and assessments: The Civic Action Project

Task 1 - Conduct research to be able to thoroughly explain a public policy issue

Task 2 - Identify several solutions to the issue and weigh the advantages/disadvantages of each

Task 3 - Propose a public policy solution to the problem that requires action and does not violate provisions of state/federal constitutions

Task 4 - Propose an action plan can be used to encourage appropriate community and/or government agencies to adopt the public policy

Some of the work will be done individually, in small groups and as a whole class. From their involvement in this process students will learn more about how our community, state and federal governments work. They will learn to be critical readers and consumers of news and media, and hone their research, collaboration, and communication skills. Teachers will be guiding students through the entire process. Students will present their findings to their peers, teachers, and administrators in June.

Various activities and tasks will be assigned and graded. These activities are embedded in your student's, US II 4th quarter grade.

*This syllabus and course outline are subject to change as Chelmsford High School seeks to continually improve the learning experiences for all students.*

***“We foster PRIDE\* in our pursuit of excellence.”***

**PRIDE refers to our five core values – Perseverance, Respect, Integrity, Dedication, and Empathy.**

**These five pillars represent our points of emphasis in supporting the development of quality students and quality citizens.**