

Cumberland County Schools
Curriculum Guide
American History II



High School Level

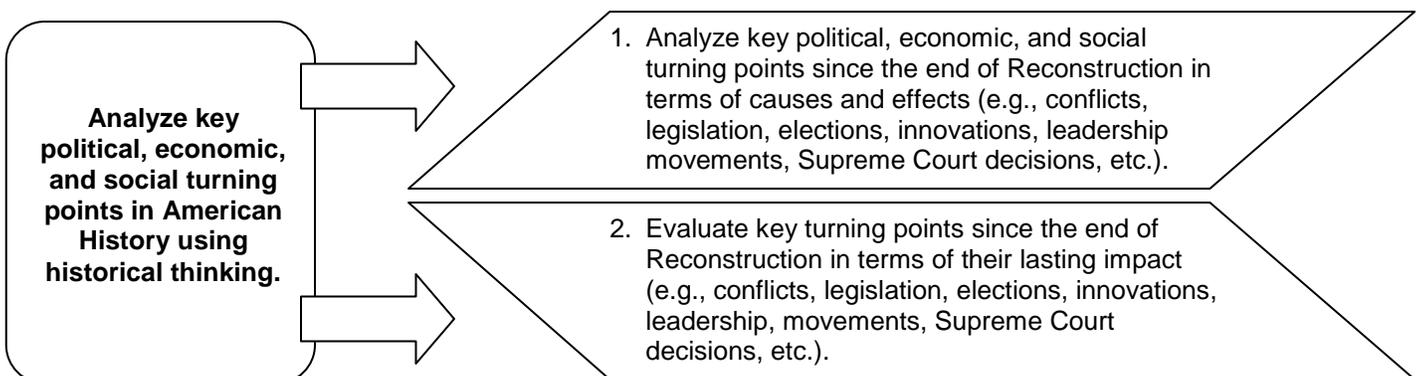
American History II

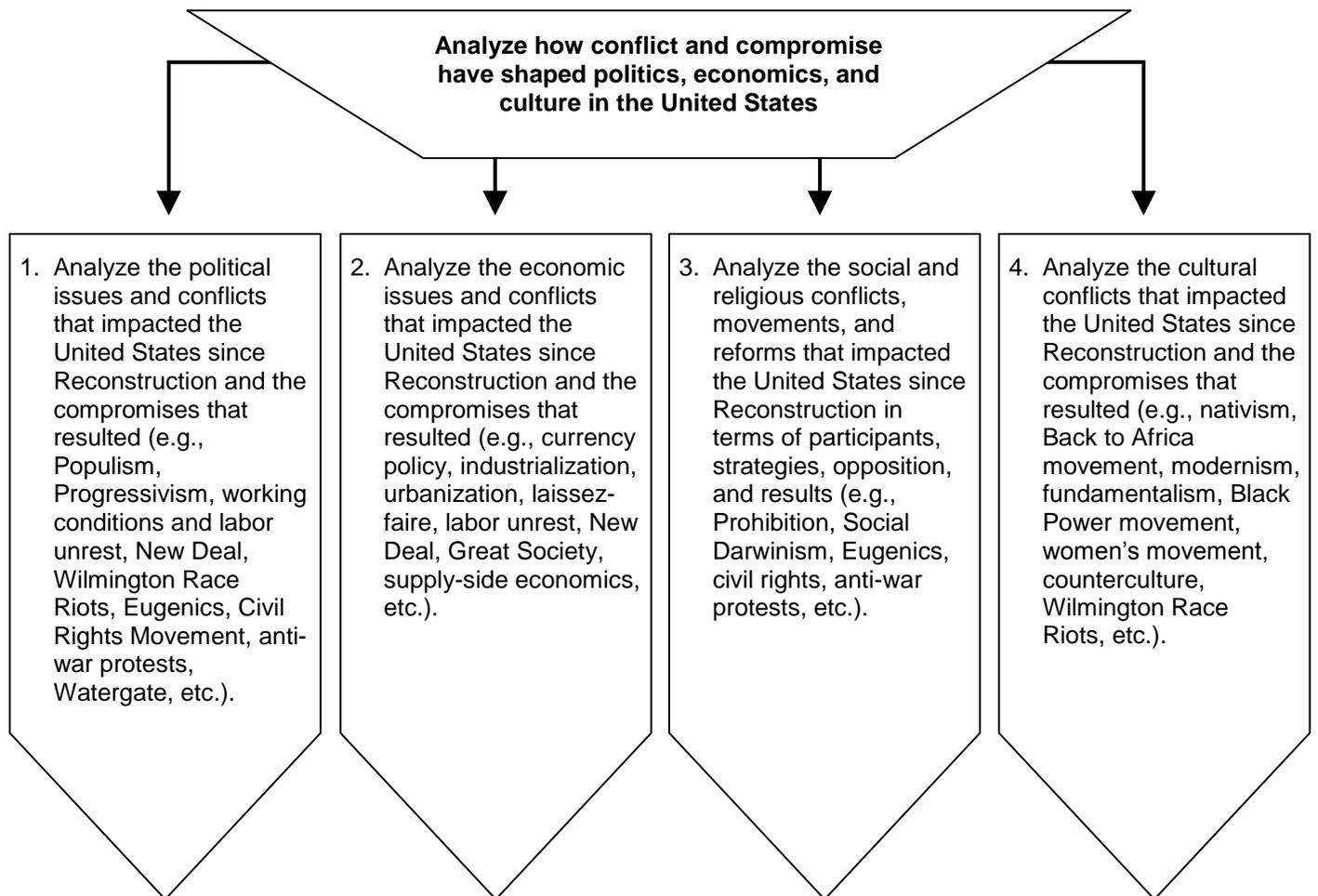
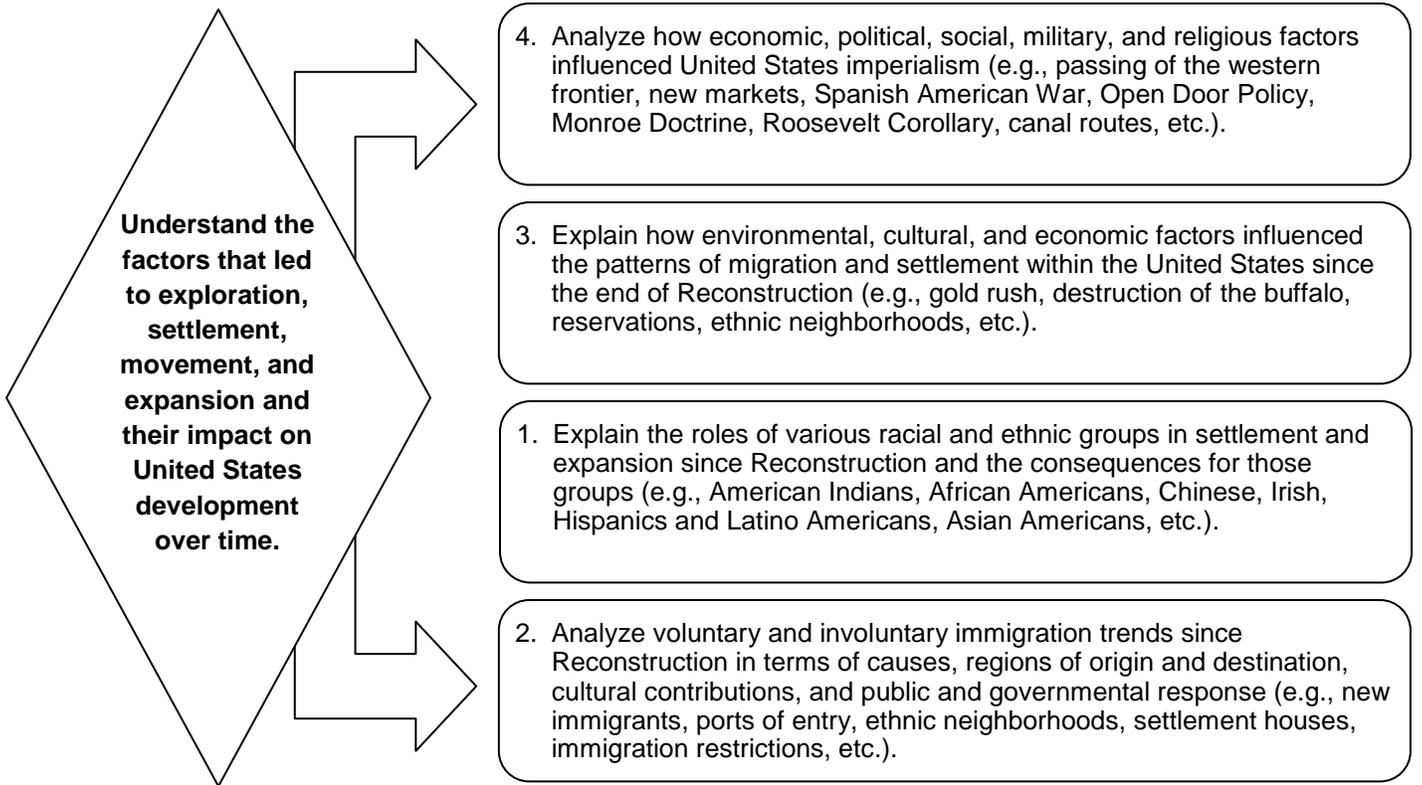
The Secondary Education department of the Cumberland County School System is pleased to provide the following curriculum guide, which describes your child's program of study in American History II at the high school level. The curriculum will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social, and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History II will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the United States in an interconnected world.

The essential standards of American History II have been designed to provide a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society over time. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations. Written conceptually, standards have been developed with a historical approach and identify the most critical knowledge and skills that students need to learn in this course.

Apply the four interconnected dimensions of historical thinking to the American History Essential Standards in order to understand the creation and development of the United States over time.

1. Use chronological thinking to:
 - Identify the structure of a historical narrative or story (its beginning, middle, and end)
 - Interpret data presented in timelines and create timelines.
2. Use historical comprehension to:
 - Reconstruct the literal meaning of a historical passage.
 - Differentiate between historical facts and historical interpretations.
 - Analyze data in historical maps.
 - Analyze visual, literary, and musical sources.
3. Use historical analysis and interpretation to:
 - Identify issues and problems of the past.
 - Consider multiple perspectives of various peoples of the past.
 - Analyze cause-and-effect relationships and multiple causation.
 - Evaluate competing historical narratives and debates among historians.
 - Evaluate the influence of the past on contemporary issues.
4. Use historical research to:
 - Formulate historical questions.
 - Obtain historical data from a variety of sources.
 - Support interpretations with historical evidence.
 - Construct analytical essays using historical evidence to support arguments.





Understand how tensions between freedom, equality, and power have shaped the political, economic, and social development of the United States.

1. Summarize how the philosophical, ideological, and/or religious views on freedom and equality contributed to the development of American political and economic systems since Reconstruction (e.g., “separate but equal,” Social Darwinism, social gospel, civil service system, suffrage, Harlem Renaissance, the Warren Court, Great Society programs, American Indian Movement, etc.).
2. Explain how judicial, legislative, and executive actions have affected the distribution of power between levels of government since Reconstruction (e.g., New Deal, Great Society, Civil Rights, etc.).

Understand how and why the role of the United States in the world has changed over time.

1. Explain how national economic and political interests helped set the direction of United States foreign policy since Reconstruction (e.g., new markets, isolationism, neutrality, containment, homeland security, etc.).

2. Explain the reasons for United States involvement in global wars and the influence each involvement had on international affairs (e.g., Spanish-American war, WWI, WWII, Cold War, Korea, Vietnam, Gulf War, Iraqi War, etc.).

Understand the impact of war on American politics, economics, society, and culture.

1. Explain the impact of wars on American politics since Reconstruction (e.g., spheres of influence, isolationist practices, containment policies, first and second Red Scare movements, patriotism, terrorist policies, etc.).

2. Explain the impact of wars on the American economy since Reconstruction (e.g., mobilizing for war, war industries, rationing, women in the workforce, lend-lease policy, WWII farming gains, GI Bill, etc.).

3. Explain the impact of wars on American society and culture since Reconstruction (e.g., relocation of Japanese Americans, American propaganda, first and second Red Scare movement, McCarthyism, baby boom, Civil Rights Movement, protest movements, patriotism, etc.).

Analyze the relationship between progress, crisis, and the “American Dream” within the United States.

1. Analyze the relationship between innovation, economic development, progress, and various perceptions of the “American Dream” since Reconstruction (e.g., Gilded Age, assembly line, transcontinental railroad, highway system, credit, etc.).
2. Explain how opportunity and mobility impacted various groups within American society since Reconstruction (e.g., Americanization movement, settlement house movement, Dust Bowl, the Great Migration, suburbia, etc.).
3. Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” since Reconstruction (e.g., immigrants, Flappers, Rosie the Riveter, GIs, blue collar worker, white collar worker, etc.).
4. Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis since Reconstruction (e.g., Great Depression, Dust Bowl, New Deal, oil crisis, savings and loan crisis, dot.com bubble, mortgage foreclosure crisis, etc.).