

WINTHROP HIGH SCHOOL

Modern U.S. History Course Syllabus

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Contact information	
School email (best way to get in touch with me outside of class)	jdunn@winthrop.k12.ma.us
Extra help hours	Monday-Friday 2-2:25 pm Test make ups are Wednesdays only

Course Overview:

Students will continue their study of United States history in the 20th and 21st centuries. The following are the units this course will cover; World War I and the 1920s, The Great Depression and the New Deal, World War II, Postwar America, Civil Rights and Reform in the 1960s and the Vietnam War Era, An Era of Change, America in the 1980s and 1990s, and America in the Twenty-First Century. Students will examine both domestic and global policies and politics, as well as economic changes America faced from World War I through the modern age of the twenty-first century. Themes that will carry through Modern U.S. history include; the role of economics in modern United States history, modernity in the life of Americans, ideologies and economies, defending democracy in the world, responses to fascism and communism, civil rights at home, the place the United States takes in the world as a global power, conservatism, terrorism, and 1990-present.

Unit Breakdown By Quarter:

Quarter	Project	Days	Unit Name	Test
1	Modern U.S. History Timeline	15	Unit 1: World War I and the 1920s	Unit 1 Test
		10	Unit 2: The Great Depression and the New Deal	Unit 2 Test
2	World War II Brochure	16	Unit 3: World War II	Unit 3 Test
		9	Unit 4: Postwar America	Unit 4 Test
MIDTERM EXAM				
3	Modern Presidents Roller Coaster	18	Unit 5: Civil Rights and Other Reforms in the 1960s and the Vietnam War Era	Unit 5 Test
		8	Unit 6: An Era of Change	Unit 6 Test
4	Historical SuperHeroes	14	Unit 7: America in the 1980s and 1990s	Unit 7 Test
		9	Unit 8: America in the Twenty-First Century	No Test
FINAL EXAM				

Classroom Expectations and Policies:

<u>Leaving the room:</u> For 5 minutes, once per class, and take the pass.	Use appropriate language while in the school building and room. This includes; gestures, as well as written and spoken words.
<u>Tardy:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Students may NOT be late to class without a signed pass from a faculty member. <input type="checkbox"/> If a student is late and does not bring a pass they may not leave class that block. 	<u>Eating and drinking:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Students may eat and drink respectfully in the classroom. <input type="checkbox"/> Snacks should be appropriate, and not distracting. <input type="checkbox"/> Students must clean up after themselves. <input type="checkbox"/> The teacher reserves the right to not let you eat in class if it is becoming disruptive, or messy.

<p><u>Skipping class:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Student is written up and will receive administrative detentions. <input type="checkbox"/> It counts as an absence in the class skipped, which goes to AF-ing the class. <input type="checkbox"/> Students may not submit work completed that day in class, or that was due that day in class. 	<p><u>Chromebooks:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Chromebooks are to be used for doing history work; not watching videos, or working on non-history work. <input type="checkbox"/> The only appropriate computer to use in class is your WHS Chromebook so GoGuardian may be utilized.
<p><u>Cell phones:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Cell phones, and headphones/airpods should be away and kept in backpacks for the entire class. <input type="checkbox"/> Points will be deducted from student's participation and preparedness grade, and tests/exams for using cell phones. 	<p><u>AI:</u></p> <p>AI generators are never to be used at any stage of the writing process--brainstorming, outlining, pre-writing, writing, editing. The point of writing is to use your own brain, and AI generators do the thinking for you. This is cheating and not demonstrating what the student knows.</p>
<p><u>Cheating and plagiarizing:</u></p> <p>“Cheating and Plagiarizing is unacceptable and any student who cheats or plagiarizes on an examination, or any other assignment, shall receive a zero, and may not make-up such work, the instructor, will then notify the parent/guardian, and will privately admonish the student” (WHS Handbook). This includes coping and pasting from the internet (rule of thumb is 3, or more words), using an AI generator, or submitting work that has already been submitted by a current, or past student.</p>	
<p>For all other behavior, and technology (including cell phone) expectations while at school please see the Winthrop High School Handbook.</p>	

Classroom Procedures:

<p>For all rubrics referenced in this section, please see the course rubrics section.</p>	
<p><u>Classwork:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Classwork includes collaborative activities, worksheets, graphic organizers, reading and questions, video sheets, and guided notes. <input type="checkbox"/> Classwork assignment's due date and time is posted and is not taken late. 	<p><u>Guided notes (GN):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Guided Notes are taken by students during lecture. <input type="checkbox"/> Each section of notes will be graded as a classwork grade. <input type="checkbox"/> Classwork is not taken late. <input type="checkbox"/> 5 points fully done Guided Notes, 4

<input type="checkbox"/> Students will be graded on the number of questions they got correct (including completeness) out of total questions on the assignment, plus 1 point for effort and submission.	points 1-4 missing notes, 3 points 5-9 missing notes, 2 points half the notes are missing.
<u>Homework:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Homework will be assigned 2 nights per week. <input type="checkbox"/> Each student gets <u>ONE</u> homework assignment pass (exemption) for the entire school year. <input type="checkbox"/> Homework assignment's due date and time is posted and is not taken late. <input type="checkbox"/> Students will be graded on the number of questions they got correct (including completeness) out of total questions on the assignment, plus 1 point for effort and submission. 	<u>Participation and preparedness grade:</u> <ul style="list-style-type: none"> <input type="checkbox"/> A participation and preparedness grade will be given on a bi-weekly basis and will count as a classwork grade. <input type="checkbox"/> It is designed to evaluate how you demonstrated your content knowledge both spoken and written, preparedness in coming to class, and behavior in class. <input type="checkbox"/> A 25-point rubric is used to grade participation and preparedness (see page 7 for rubric).
<u>Unit tests:</u> <ul style="list-style-type: none"> <input type="checkbox"/> The format is; 25 multiple-choice and 2 open responses, taken at the end of each unit. <input type="checkbox"/> If a test is block 1 on a Friday, our class will not watch Wake Up Winthrop. <input type="checkbox"/> A study guide is provided with the content on the multiple choice section, and the open response questions are given verbatim. <input type="checkbox"/> See page 8 for open response rubric. <input type="checkbox"/> If a student is absent the day of a unit test they are responsible to make up their multiple-choice on the nearest Wednesday. Multiple-choice questions are 1 point each and open responses are graded using a 15-point rubric. 	<u>Projects:</u> <ul style="list-style-type: none"> <input type="checkbox"/> 1 project is given per quarter. <input type="checkbox"/> Projects will receive a 10-point deduction for each day it is handed in late. <input type="checkbox"/> If a student is absent the day a project is due, they must submit a picture of the non-digital component and submit the digital component to the project's Google Classroom assignment portal on the due date by 2:00 pm.
<u>Midterm exam:</u> A midterm is given in January. The study guide is released before December break.	<u>Final exam:</u> A final is given in May to seniors and June to juniors. The study guide for seniors is released before April break for the senior exam. The study guide for juniors is released before Memorial Day weekend for the junior exam.
<u>Sub work:</u>	<u>Absent work:</u>

If I am absent from school I will post a message on Google Classroom and the work expectations for that day I am not in class. I expect that you act as if I were in the classroom and follow the directions I leave.	“Students must accept the responsibility of all make-up work caused by absences, teachers will provide students with one (1) day per day for <u>excused</u> absences unless there are extenuating circumstances, students must complete work missed as a result of any absence (excused or unexcused) in the required time of one (1) day per day of absences” (WHS Handbook). See your individual assignments for absent due dates and times on Google Classroom.
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Assignment Submissions:

<p style="text-align: center;"><u>Digital Submission</u></p> <p style="text-align: center;">Submit directly to Google Classroom.</p> <p><u>Include:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Section Assessment <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Worksheets/Reading Questions <input type="checkbox"/> Primary Sources 	<p style="text-align: center;"><u>Hard Copy Submissions</u></p> <p style="text-align: center;">Submitted directly to teacher.</p> <p><u>Include:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Guided Notes <input type="checkbox"/> Video Sheets <input type="checkbox"/> Collaborative Classwork Activities <input type="checkbox"/> Unit Tests <input type="checkbox"/> Midterm and Final Exams
<p>Projects can have both digital components and hard copy components. The digital component(s) should be submitted to Google Classroom, while the hard copy component(s) should be brought to class. In the even the project is something difficult to carry students may drop it off before school.</p>	

Required Class Material:

Bring all your materials to class so that you don’t have to leave and are best prepared to work on that day’s assignments.

- ☐ 1.5-inch binder
- ☐ Pen/pencil
- ☐ Chromebook
- ☐ Chromebook charger

Modern U.S. History Textbook:

Ellis, Elisabeth Gaynor, and Anthony Esler. *United States History*. Pearson Education, 2016.
The course textbook is on Google Classroom in PDF form. If a student wants a hard copy of the textbook, they may check one out and take responsibility for that book until they return it at the end of the year.

Course Grade Breakdown:

All grades can be accessed on Google Classroom (grades with specific rubrics) and Power School (officially used assignment, quarter, and year-to-date grades)

Term Grades	Year Grade
Tests and Projects: 50%	Quarters: 20% EACH
Classwork: 25%	Midterm Exam: 10%
Homework: 25%	Final Exam: 10%
Midterm and final exams not on quarter grades	

Course Rubrics: These will be attached to each Google Classroom assignment portal.

Participation and Preparedness Rubric			
This rubric is used bi-weekly as a classwork grade that is designed to evaluate how students demonstrated their content knowledge both spoken and written, preparedness in coming to class, and behavior in class during class in a specific two-week period.			
Engagement	(5 points) <ul style="list-style-type: none"> - Fully engages both verbally and through written work to the class material by offering quality original ideas, and offering quality original answers. - Is on task and doesn't need to be redirected during class time. 	(4 points) <ul style="list-style-type: none"> - Sometimes engaged both verbally and through written work to the class material by offering emerging ideas, and by offering emerging answers. - Is often on task, but sometimes needs to be redirected during class time. 	(3 points) <ul style="list-style-type: none"> - Rarely engages verbally, or through written work to class material, and doesn't offer answers. - Needed to be redirected frequently during class time.
Knowledge	(5 points) Accurately expresses higher order thinking knowledge on assignments by offering original detailed summaries, and analysis.	(4 points) Expresses some higher order knowledge on assignments by offering original explanations, and summaries.	(3 points) Minimal expression of higher order thinking on assignments there is emerging understanding and recall.
Preparedness	(5 points) Always prepared for class with completed assignments either in hand or submitted on Google Classroom. All required material brought to be successful is brought to class.	(4 points) Sometimes prepared with completed assignments either in hand or submitted on Google Classroom. Required materials brought to class sometimes. .	(3 points) Frequently unprepared with completed assignments and required materials.
Technology	(5 points) <ul style="list-style-type: none"> - Cell phones are never an issue. - Headphones/airpods are never an issue. - Chromebooks are used for the work being completed during class. 	(4 points) <ul style="list-style-type: none"> - Cell phones are sometimes an issue. - Headphones/airpods are sometimes an issue. - Chromebooks are mostly used for the work being completed during class. 	(3 points) <ul style="list-style-type: none"> - Cell phones are usually an issue. - Headphones/airpods are usually an issue. - Chromebooks are not constantly used for the work being completed during class.
Attitude and Behavior	(5 points) Constantly positive and has a cooperative attitude and behavior during class as a whole group, in partners, or independently. Student is always attentive during class.	(4 points) Usually positive and cooperative attitude and behavior during class as a whole group, in partners, or independently. Student is mostly attentive during class.	(3 points) Minimally positive and cooperative attitude and behavior during class as a whole group, in partners, or independently. Student is inattentive during class.

Open Response Rubric				
This rubric is used for all open responses.				
Completeness of Response	(3 points) Fully and directly answers all parts of the prompt; nothing is left out or vague.	(2 points) Answers the question clearly but may not fully address every part.	(1 point) Partially answers the question; some parts are missing or off-topic.	(½ point) Response is unclear, incomplete, or does not address the prompt.
Use of Specific Evidence	(5 points) Provides an appropriate number of accurate, specific, and relevant historical examples that strongly support the response.	(4 points) Includes some specific and mostly accurate historical evidence; may lack depth or detail.	(3 points) Provides limited, vague, or partially inaccurate evidence.	(2 points) Provides little or no relevant evidence. May include inaccuracies.
Analysis	(5 points) Clearly explains how and why the evidence supports the argument. Demonstrates deep understanding of historical cause and effect, change over time, or significance.	(4 points) Explains evidence but may be somewhat superficial or general in analysis. Shows basic historical understanding.	(3 points) Limited explanation or weak connection between evidence and argument. Lacks insight.	(2 points) Analysis is minimal, incorrect, or absent. No connection made between evidence and ideas.
Organization and Clarity	(2 points) Well-organized and easy to follow; ideas flow logically; writing is clear and precise.	(1.5 points) Generally organized and understandable; some minor issues with flow or clarity.	(1 point) Somewhat disorganized or confusing; transitions and structure need work.	(½ point) Very disorganized or unclear; difficult to follow.

Winthrop High School's Vision of the Graduate:

Winthrop High School strives to ensure its graduates are able to become productive citizens of their town, their state, and their nation. To do this, the school in 2011 embraced the following learning objectives, on which students are evaluated quarterly (on report cards). Taken together, they express a community vision for what we want our graduates to be, know, and do.

WHS students will become...

Critical Thinkers:

- ☐ They will use, apply, and evaluate multiple problem-solving strategies in a variety of disciplines.
- ☐ They will be able to select, organize, and evaluate new ideas.
- ☐ They will demonstrate the ability to actively and critically read.
- ☐ They will develop the skills and acquire the knowledge necessary to prepare them for college and career success
- ☐ They will be able to set priorities, and manage their time and tasks.

Effective Communicators:

- ☐ They will communicate ideas and information with clarity and with an understanding of their audience.
- ☐ They will integrate and use a variety of communication forms.
- ☐ They will listen effectively and respond appropriately to spoken communication.
- ☐ They will master standard English-language conventions.

Conscientious Citizens:

- ☐ They will be aware of, and follow, their community's rules and laws
- ☐ They will respect themselves and the community at large.
- ☐ They will be aware of and respect social and cultural diversity.
- ☐ They will understand, promote, and show the importance of hard work to achieve success.
- ☐ They will own their mistakes, and will learn from them.

Creative Achievers:

- ☐ They will show curiosity and enthusiasm in everything they do.
- ☐ They will work and think originally.
- ☐ They will appreciate the arts in their many forms.
- ☐ They will select, organize, and develop innovative ideas.
- ☐ They will build off the ideas of others.

Modern U.S. History Curriculum Content Map (Massachusetts State Standards):

I. Topic 1: The Role of Economics in Modern United States History

Supporting Question: How do individuals and corporations make choices about saving or spending?

1. Describe how resources for the production of goods are limited, therefore people must make choices to gain some things and give up others.
2. Explain that the goals of economic policy may be to promote freedom, efficiency, equity, security, growth, price stability, and full employment and that different economic systems place greater emphasis on some goals over others. Supply and Demand.

Supporting Question: What factors affect the prices of goods and services?

3. Define supply and demand and explain the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.

a. The function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.	b. Factors that cause changes in market supply and demand and how these changes influence the price and quantity of goods and services.
c. How financial markets, such as the stock market, channel funds from savers to investors and the function of investment in the economy.	

Supporting Question: What are the benefits and drawbacks of investments?

4. Explain what a financial investment is (e.g., a bank deposit, stocks, bonds, mutual funds, real estate); explain why the value of investments fluctuate, and track the gains or losses in value of a financial investment over time (e.g., stocks, bonds, or mutual funds).
5. Explain how buyers and sellers in financial markets determine the prices of financial assets and therefore influence the rate of return on those assets. Money and the Role of Financial Institutions.

Supporting Question: Why are banks and stock markets regulated by the government?

6. Explain the role of banks and other financial institutions in the market economy of the United States, and analyze the reasons for banking crises.
7. Describe the organization and functions of the Federal Reserve System; explain the reason the government established it in 1913 and analyze how it uses monetary

tools to promote price stability, full employment, and economic growth.

Supporting Question: What factors affect the success of the economy of the United States?

8. Explain how a country's overall level of income, employment, and prices are determined by the individual spending and production decisions of households and firms, and that government measures such as Gross Domestic Product (GDP) describe these factors at the national level.
9. Analyze the impact of events such as wars and technological developments on business cycles. Examples:

a. The impact of the Civil War.	b. The impact of the expansion of canals and railroads in the 19 th century and the invention of space-age technology and the Internet in the 20 th century.
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Supporting Questions: How large a role should the government have in regulating the economy?

10. Explain and give examples of the roles that government may play in a market economy, including the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.
11. Analyze how the government uses taxing and spending decisions (fiscal policy) and monetary policy to promote price stability, full employment, and economic growth.

II. Topic 2: Modernity in the United States: Ideologies and Economies

Supporting Question: How did the United States respond to new ideas about society?

12. Analyze primary sources (e.g., documents, audio or film recordings, works of art and artifacts), to develop an argument about how the conflict between traditionalism and modernity manifested itself in the major societal trends and events in the first two decades of the 20th century. Trends and events students might research include:

a. The arts, entrepreneurship and philanthropy of the Harlem Renaissance, including the work of individuals such as Langston Hughes, Zora Neale Hurston, Josephine Baker, Eubie Blake.	b. Exhibitions, such as the Armory Show in New York, of avant-garde modern art (e.g., cubism, futurism) from Europe.
c. Women serving in the military as nurses and telephone operators.	d. The influx of World War I refugees leading to the Red Scare

	and the 1924 restrictions on immigration.
e. Racial and ethnic tensions, the resurgence of the Ku Klux Klan, white supremacy as a movement, and the first Great Migration of African Americans from the South to the North.	f. The impact of the eugenics movement on segregation, immigration, and the legalization of involuntary sterilization in some states; and the Supreme Court case, <i>Buck v. Bell</i> (1927), in which the Court ruled that state statutes permitting involuntary sterilization did not violate the Due Process clause of the 14th Amendment.
g. Debates over the concept of evolution, such as the reporting of H. L. Mencken on the Scopes Trial (1925), which raised the debate over teaching evolution in public schools; Charles Darwin's book, <i>On the Origin of Species</i> (1859), and Christian fundamentalism.	h. Prohibition of the manufacture, transport, or sale of alcoholic beverages under the 18 th Amendment (1920-1933) and "the Jazz Age."
i. The growing prominence of same-sex relationships, especially in urban areas.	j. The Bread and Roses Strike in Lawrence (1912), the Boston police strike (1919), and the Massachusetts trials, appeals and execution of Nicola Sacco and Bartolomeo Vanzetti (1921).

Clarification Statement: Local stories such as the Bread and Roses Strike, Boston Police Strike, and the Sacco Vanzetti trial provide evidence of the tensions of the time in Massachusetts.

13. Describe the multiple causes (e.g., fall in stock market and commodities prices, restrictive monetary and trade policies, post-war reparations and debt) and consequences of the global depression of the 1930s (e.g., widespread unemployment, decline of personal income, support for social and political reform, decline in trade, the rise of fascism), including consideration of competing economic theories that explain the crisis (e.g., insufficient demand for goods and services [Keynesianism] vs. insufficient supply of money [monetarism]).
14. Gather, evaluate, and analyze primary sources (e.g., economic data, articles, diaries, photographs, audio and video recordings, songs, movies, and literary works) to create an oral, media, or written report on how Americans responded to the Great Depression.
15. Using primary sources such as campaign literature, news articles/analyses, editorials, and radio/newsreel coverage, analyze the important policies, institutions,

trends, and personalities of the Depression era (e.g., Presidents Herbert Hoover and Franklin D. Roosevelt, Eleanor Roosevelt, Frances Perkins, Huey Long, Charles Coughlin, Charles Lindbergh). Students may research and complete a case study on any one of the following policies, institutions, or trends:

a. The Federal Deposit Insurance Corporation	b. The Securities and Exchange Commission
c. The Tennessee Valley Authority	d. The Social Security Act
e. The National Labor Relations Act	f. The Works Progress Administration
g. The Fair Labor Standards Act	h. The American Federation of Labor
i. The Congress of Industrial Organization	j. The American Communist Party
k. The American First movement and anti-Semitism in the U.S.	

16. Evaluate the effectiveness of the New Deal programs enacted during the 1930s and the societal responses to those programs

III. Topic 3: Defending Democracy: Responses to Fascism and Communism

Supporting Question: What kind of a role should the U.S. play in world affairs?

17. Develop an argument which analyzes the effectiveness of American isolationism and analyzes the impact of isolationism on U.S. foreign policy.
18. Explain the rise of fascism and the forms it took in Germany and Italy, including ideas and policies that led to the Holocaust.
19. Explain the reasons for American involvement in World War II and the key actions and events leading up to declarations of war against Japan and Germany.
20. On a map of the world, locate the Allied powers at the time of World War II (Britain, France, the Soviet Union, and the United States) and Axis powers (Germany, Italy, and Japan).
21. Using primary sources such as news articles/analyses, editorials, and radio/newsreel coverage, analyze one of the events that led to World War II, one of the major battles of the war and its consequences, or one of the conferences of Allied leaders following the war:

a. German rearmament and militarization of the Rhineland	b. The Munich Conference and Germany's seizure of Austria and Czechoslovakia
c. The Nazi-Soviet Pact of 1939 and the invasion of Poland	d. Japan's invasion of China and the Nanjing Massacre
e. Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, and Iwo Jima	f. The Yalta and Potsdam Conferences

22. Describe the Allied response to the persecution of the Jews by the Nazis before, during, and after the war.
23. Explain the reasons the United States gave for the use of atomic bombs at Hiroshima and Nagasaki in Japan; and use primary and secondary sources to analyze how arguments for and against the use of nuclear weapons developed from the late 1940s to the early 1960s.
24. Explain the long-term consequences of important domestic events during the war.

a. The War's stimulus to economic growth.	b. The beginning of the second Great Migration of African Americans from the South to industrial cities of the North and to California
c. A. Philip Randolph and the efforts to eliminate employment discrimination on the basis of race.	d. Large numbers of women in the workforce of munitions industries and serving in non-combat jobs in the military; including as pilots, clerks, computer scientists, and nurses.
e. The internment of West Coast Japanese Americans in the U.S. and Canada.	f. How the two world wars led to greater demands for civil rights for women and African Americans.

25. Analyze the factors that contributed to the Cold War and describe the policy of containment as a response by the United States to Soviet expansionist policies, using evidence from primary sources to explain the differences between the Soviet and American political and economic systems; Soviet aggression in Eastern Europe; the Korean War, United States support of anti-communist regimes in Latin America and Southeast Asia; the Truman Doctrine, the Marshall Plan, NATO, and the Warsaw Pact).
26. Explain what communism is as an economic system and analyze the sources of Cold War conflict; on a political map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union in the 1950s to the 1980s.
Clarification Statement: Students can research and report on conflicts in particular areas, such as Korea, Germany, China, the Middle East, Africa, Central and South America, Cuba, and Vietnam.
27. Analyze Dwight D. Eisenhower's response to the Soviet Union's launching of Sputnik (1957) and the nation's increased commitment to space exploration and education in science. Summarize the diplomatic and military policies on the War in Vietnam of Presidents Eisenhower, John F. Kennedy, Lyndon Johnson, and Richard Nixon and explain the intended and unintended consequences of the Vietnam War the Vietnamese and Americans.
28. Summarize the diplomatic and military policies on the War in Vietnam of Presidents Eisenhower, John F. Kennedy, Lyndon Johnson, and Richard Nixon and explain the intended and unintended consequences of the Vietnam War the Vietnamese and Americans.

IV. Topic 4: Defending Democracy: The Cold War and Civil Rights at Home

Supporting Question: How did the U.S. government respond to challenges to freedom at home during the Cold War?

29. Research and analyze one the domestic policies of Presidents Truman and Eisenhower (e.g., Truman's Fair Deal, the Taft-Hartley Act of 1947, the Federal-Aid Highway Act of 1956 or the Social Security Disability Insurance Act of 1956).
30. Analyze the roots of domestic communism and anti-communism in the 1950s, the origins and consequences of, and the resistance to McCarthyism, researching and reporting on people and institutions such as Whittaker Chambers, Alger Hiss, FBI Director J. Edgar Hoover, Senators Joseph McCarthy and Margaret Chase Smith, Julius and Ethel Rosenberg, the American Communist Party, the House Committee on Un-American Activities, and congressional investigations into the Lavender Scare).
31. Analyze the causes and consequences of important domestic Cold War trends in the United States (e.g., economic growth and declining poverty, the G. I. Education bill, the decline in women's employment, climb in the birthrate, the growth of suburbs and home ownership, the increase in education levels, the impact of television and increased consumerism).
32. Analyze the origins, evolution, and goals of the African American Civil Rights Movement, researching the work of people such as Martin Luther King, Jr., Thurgood Marshall, Rosa Parks, Malcolm X, John Lewis, Bayard Rustin, Robert F. Kennedy, and institutions such as the National Association for the Advancement of Colored People, the Student Nonviolent Coordinating Committee, and the Congress of Racial Equality.
33. Using primary sources such as news articles/analyses, editorials, and radio/television coverage, research and analyze resistance to integration in some white communities, protests to end segregation, and Supreme Court decisions on civil rights.

a. The 1954 Supreme Court decision in Brown v. Board of Education.	b. The 1955-1956 Montgomery Bus Boycott, the 1957-1958 Little Rock School Crisis and Eisenhower's civil rights record.
c. King's philosophy of nonviolent civil disobedience, based on the ideas of Gandhi and the sit-ins and freedom rides of the early 1960s.	d. The 1963 civil rights protest in Birmingham and the March on Washington.
e. 1965 civil rights protest in Selma.	f. The 1968 assassination of Martin Luther King, Jr.

34. Evaluate accomplishments of the Civil Rights movement (e.g., the 1964 Civil Rights Act and the 1965 Voting Rights Act) and how they served as a model for later feminist, disability, and gender rights movements of the 20th and 21st

centuries; collect and analyze demographic data to investigate trends from the 1964 to 2010 in areas such as voter registration and participation, median family income, or educational attainment among African American, Hispanic American, Asian American and white populations.

35. Using primary sources such as news articles/analyses, editorials, and television coverage, research Massachusetts leaders for civil rights and the controversies over the racial desegregation of public schools in the 1960s and 1970s, including:

a. The establishment of the Metropolitan Council for Educational Opportunity (METCO) busing plan involving Boston, Springfield, and suburban school districts	b. Court-ordered desegregation and mandated busing in the public schools of Boston and other Massachusetts cities
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36. Using primary and secondary sources, analyze the causes and course of one of the following social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation.

a. Women's rights, including the writings on feminism by Betty Friedan, Gloria Steinem and others; the availability of the birth control pill; the activism of the National Organization for Women and opposition to the movement by conservative leaders such as Phyllis Schlafly; passage of the Equal Rights Amendment to the Constitution (1972), and its failure to achieve sufficient ratification by states; Title IX of the 1972 Education Amendments to the 1964 Civil Rights Act, the 1973 Supreme Court decision, <i>Roe v. Wade</i> , the appointment of Sandra Day O'Connor as the first woman Justice of the Supreme Court in 1981, and increasing numbers of women in elected offices in national and state government.	b. The Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Civil Rights Movement, the impact of world wars on the demand for gay rights, the Stonewall Rebellion of 1969, the Gay Pride Movement, and activism and medical research to slow the spread of AIDS in the 1980s; the role of the Massachusetts Supreme Judicial Court in <i>Goodridge v. Department of Public Health</i> (2004) and the role of other state courts in providing equal protection for same sex marriage in advance of the United States Supreme Court decision in <i>Obergefell v. Hodges</i> (2015)
c. The disability rights movement such as deinstitutionalization, independent living, the Education for All Handicapped Children Act (1975), the Americans with Disabilities Act (1990), and the Individuals with	d. the environmental protection movement (e.g., the 1962 publication of Rachel Carson's <i>Silent Spring</i> ; the 1970 federal Clean Air Act; the 1972 Massachusetts

<p>Disabilities Education Act (1990) d. the environmental protection movement (e.g., the 1962 publication of Rachel Carson's <i>Silent Spring</i>; the 1970 federal Clean Air Act; the 1972 Massachusetts Wetlands Protection Act; the 1972 Federal Water Pollution Control Act and subsequent amendments) e. the movement to protect the health and rights of workers, and improve working conditions and wages (e.g., César Chávez and Dolores Huerta and the migrant farmworkers' movement, workplace protections against various forms of discrimination and sexual harassment)</p>	<p>Wetlands Protection Act; the 1972 Federal Water Pollution Control Act and subsequent amendments)</p>
<p>e. the movement to protect the health and rights of workers, and improve working conditions and wages (e.g., César Chávez and Dolores Huerta and the migrant farmworkers' movement, workplace protections against various forms of discrimination and sexual harassment)</p>	

37. Analyze the significance of the election of Barack Obama as the nation's first African American president of the United States and its impact on race relations.

V. Topic 5: United States and Globalization

Supporting Questions: How does globalization affect the United States? How can Americans use the Constitution to unite the nation?

38. Using primary sources such as campaign literature and debates, news articles/analyses, editorials, and television coverage, analyze the important policies and events that took place during the presidencies of John F. Kennedy (e.g., the confrontation with Cuba over missile bases, the space exploration program, Kennedy's assassination), Lyndon Johnson (the Great Society programs, the Civil Rights and Voting Rights Acts, the Vietnam War and anti-war movements, the 1965 Immigration and Nationality Act, the assassinations of Martin Luther King, Jr., and Robert F. Kennedy), and Richard Nixon (the creation of the Environmental Protection Agency, diplomacy with China, détente with the Soviet Union, the Watergate scandal, and Nixon's resignation).
39. Analyze and evaluate the impact of economic liberalism on mid-20th century society, including the legacy of the New Deal on post World War II America, the expansion of American manufacturing and unionism, social welfare programs, and

the regulation of major industries such as transportation, energy, communications and finance.

40. Analyze the presidency of Ronald Reagan (1981-1989) and the rise of the conservative movement in American politics, (e.g., policies such as tax rate cuts, anti-communist foreign and defense policies, replacement of striking air traffic controllers with non-union personnel).
41. Analyze how the failure of communist economic policies and U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to the fall of the Berlin Wall in 1989 the dissolution of the Soviet Union in 1991, and the end of the Cold War.
42. Analyze some of the major technological and social trends and issues of the late 20th and early 21st centuries (e.g., the computer and technological revolution beginning in the 1980s, scientific and medical discoveries such as DNA research, major immigration and demographic changes such as the rise in Asian and Hispanic immigration).
43. Evaluate the effectiveness of the federal government's response to international terrorism in the 21st century, including the 2001 terrorist attack on the World Trade Center in New York City and the Pentagon near Washington, D.C., the Homeland Security Act, the Foreign Intelligence Surveillance Act, and the Afghanistan and Iraq War.

