

Contemporary United States History

Social Studies Curriculum Framework

Revised 2006

Course Title: Contemporary United States History

Course/Unit Credit: 0.5

Course Number: 474200

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.

Contemporary United States History

Contemporary United States History is a one-semester social studies elective for high school students. The course will go in-depth into United States History since World War II. Students will learn about changing culture, technology, the Cold War, global conflicts, the world economy, the environment, and study the effects on contemporary society in the United States. This course affords the opportunity to go into much greater detail regarding recent United States History than the required survey course (American History/United States History). This course stresses application, problem-solving, higher-order thinking skills, and the use of classroom performance-based/open-ended assessments with rubrics. Arkansas Department of Education approval is not required.

Strand	Standards
Changing Culture	
	1. Students shall analyze the causes and consequences of cultural changes.
Race and Ethnicity	
	2. Students shall analyze the role which race and ethnicity have played in world affairs.
Technology	
	3. Students shall investigate the role of technology in a changing society.
Cold War	
	4. Students shall analyze the events of the Cold War.
Global Conflicts	
	5. Students shall investigate the role of the United States in global conflict.
World Economy	
	6. Students shall analyze the role of the United States in a global economy.
Environment	
	7. Students shall examine the environmental movement from the 1960s to present.

Strand: Changing Culture

Content Standard 1: Student shall analyze the causes and consequences of cultural changes.

CC.1.CH.1	Investigate the origins of the <i>Counter Culture</i> Movement of the mid 20 th century (e.g., beat generation, hippies)
CC.1.CH.2	Research the trends in popular culture through literature, cinema, music, art, and television (e.g. rock and roll, pop art, sitcoms, MTV, mass media, science fiction, professional sports)
CC.1.CH.3	Examine the forces of change on the <i>nuclear family</i> (e.g., divorce rate, planned parenthood, single parents, welfare system, working women, birth control)
CC.1.CH.4	Discuss the changing cultural landscape (e.g., fast food, theme parks, family vacation, hotels/motels, automobile)
CC.1.CH.5	Examine the changing roles of women in society (e.g., National Organization of Women, Equal Rights Amendment, Title IX, Equal Employment Opportunity Commission, women in corporate America, key female politicians in the United States and the world)
CC.1.CH.6	Research the influence of the <i>Baby Boom</i> generation on society

Strand: Race and Ethnicity

Content Standard 2: Students shall analyze the role which race and ethnicity have played in world affairs.

RE.2.CH.1	Research the Civil Rights Movement in the United States (e.g., desegregation of the United States military, <u>Brown v Board of Education</u> , National Association for the Advancement of Colored People, Southern Christian Leadership Conference, Congress of Racial Equality, freedom rides, Black Panthers)
RE.2.CH.2	Compare and contrast the views of various civil rights leaders (e.g., Martin Luther King Jr., Malcolm X)
RE.2.CH.3	Examine the role of government in securing civil rights (e.g., federal court cases, federal legislation, Twenty-Fourth Amendment)
RE.2.CH.4	Examine the role the United States has played in religious conflict in the world (e.g., Northern Ireland, India, Eastern Europe, Pakistan)

Strand: Technology

Content Standard 3: Students shall investigate the role of technology in a changing society.

T.3.CH.1	Investigate the role technology has played in improved health care (e.g., <i>Human Genome Project</i> , vaccinations, food preparation and storage, medical technology, surgical procedures)
T.3.CH.2	Analyze technological improvements in communication and information processing (e.g., computers, microchips, Internet, cell phones, email)
T.3.CH.3	Analyze technological improvements in transportation (e.g., cars, airplanes, subways, bullet trains, public transit)
T.3.CH.4	Analyze technological improvements in energy production (e.g., nuclear power, solar power, wind power, alternate energy sources, biotechnology)

Strand: Cold War

Content Standard 4: Students shall analyze the events of the Cold War.

CW.4.CH.1	Research sources of conflict and confrontation during the Cold War (e.g., atomic/hydrogen bomb, Korea, Vietnam, China, United Nations, Berlin, Afghanistan, Cuba, Truman Doctrine, U2 spy plane, division of Germany, espionage)
CW.4.CH.2	Analyze the role of alliances and treaties in shaping the world during the Cold War (e.g., North Atlantic Treaty Organization, Warsaw Pact, Marshall Plan, Molotov Plan, Strategic Arms Limitation Treaties, <i>Intermediate Nuclear Forces Treaty</i>)
CW.4.CH.3	Investigate the consequences of the space race on the Cold War (e.g., education, technology, National Aeronautics and Space Administration, satellites, <i>Strategic Defense Initiative</i>)
CW.4.CH.4	Analyze the effects of the <i>Red Scare</i> on United States society (e.g., McCarthyism, Hollywood black list, pumpkin papers, Rosenbergs, Federal Bureau of Investigation, Central Intelligence Agency, bomb shelters)

Strand: Global Conflicts

Content Standard 5: Students shall investigate the role of the United States in global conflict.

GC.5.CH.1	Investigate the role of the United States in the United Nations
GC.5.CH.2	Investigate the circumstances surrounding the creation of Israel
GC.5.CH.3	Research the United States' diplomatic attempts to bring peace to various regions of the world <ul style="list-style-type: none">• Middle East• Latin America• Asia• Africa• Eastern Europe
GC.5.CH.4	Research the rise of global terrorism

Strand: World Economy

Content Standard 6: Students shall analyze the role of the United States in a global economy.

WE.6.CH.1	Investigate the role of regional trade blocks (e.g., <i>European Union, North American Free Trade Agreement, Association of South East Asian Nations</i>)
WE.6.CH.2	Analyze contributions of international organizations (e.g., <i>World Trade Organization, General Agreement on Tariffs and Trade, The Group of 8, International Monetary Funds, World Bank, Organization of Petroleum Exporting Countries</i>)
WE.6.CH.3	Discuss the rise of multinational corporations

Strand: Environment

Content Standard 7: Students shall examine the environmental movement from the 1960s to the present.

E.7.CH.1	Examine the influence of the following on the environmental movement: <ul style="list-style-type: none">• The novel <u>Silent Spring</u>• Environmental Protection Agency• Green Peace• Earth Day
E.7.CH.2	Investigate the consequences of environmental disasters: <ul style="list-style-type: none">• Love Canal• Three Mile Island• Chernobyl• oil spills• Bhopal
E.7.CH.3	Discuss contemporary environmental issues

Appendix

Glossary for Contemporary United States History

Association of Southeastern Asian Nations	It was established in 1967 by ten Southeast Asian nations. They agreed to cooperate in a joint effort to establish peace, freedom, and prosperity in the region.
Baby Boom	The sharp increase in the United States birthrate following World War II
Counter Culture	Sub group that runs contrary to a dominant group or view, e.g., hippies, Goths
European Union	A regional agreement to promote trade among European nations. These nations have agreed to trade freely with one another in order to achieve the goal of a single European market. It has created its own currency, the Euro.
General Agreement on Tariffs and Trade	International agreement first signed in 1947. In 1994, the United States and other countries adopted a new version of the agreement. The new treaty lowered trade barriers, such as tariffs, and created the World Trade Organization.
Human Genome Project	Mapping of the human DNA sequence
Intermediate Nuclear Forces Treaty	Treaty signed by Ronald Reagan and Mikhail Gorbachev which removed U.S. Pershing II and analogous Soviet missiles from Europe
International Monetary Fund	Established after World War II to provide loans to countries which are unable to find funding elsewhere, works to foster monetary cooperation, secure financial stability, facilitate international trade, promote high employment, sustainable economic growth, and reduce poverty
North American Free Trade Agreement	Congressional law passed during the Clinton administration to eliminate trade barriers between the United States, Canada, and Mexico
Nuclear family	Two biological parents and their children
Organization of Petroleum Exporting Countries	An economic association of oil-producing nations that is able to set oil prices
Red Scare	A fear of communism and radical activity which increased after World War I and World War II
Strategic Defense Initiative	Proposed defense system popularly know as Star Wars which was intended to protect the United States against missile attacks
The Group of 8 (G8)	Canada, France, Germany, Italy, Japan, Russia, the United Kingdom, and the United States collectively represent about 65% of the world economy. The hallmark of the G8 is an annual political summit meeting of the heads of government with international officials, though there are numerous subsidiary meetings and policy research.
World Bank	Formed after World War II, provides assistance to developing countries around the world in order to reduce global poverty and improve standards of living
World Trade Organization	Organization created in 1994 by the General Agreement on Tariffs and Trade to resolve trade disputes