

**American Studies Curriculum Map
Grade 11**

| Unit/Theme | Core Learning Goals/Standards | Assessments | Suggested Resources |
|--|---|--|---|
| <p>Immigration</p> <p>Immigrant Experience in American Life</p> <ul style="list-style-type: none"> - Why people came - The “melting pot” <p>The new immigration</p> <ul style="list-style-type: none"> - Immigration in the 20th century - Differences between the “Old”, “New”, and recent immigrant periods - The Ellis Island experience <p>Reactions to immigrants</p> <ul style="list-style-type: none"> - Acceptance – A growing nation - Opposition - Nativism - Restriction – Hostility and limitation | <p>The student will be able to:</p> <ul style="list-style-type: none"> - list and explain motives immigrants have had for coming to America - formulate questions about the immigrant experience - define the concepts “melting pot” and “pluralism” - develop, support and refute arguments for and against immigration - examine and interpret visual evidence regarding attitudes about immigrants - describe feeling concerning restrictions placed on individuals who wish to enter a nation and/or specific community - experience the power and trauma of processing new immigrants by means of simulation | <p>Class discussions</p> <p>Written exercises</p> <p>Quizzes</p> <p>Observation of performance based on criteria established by objectives in classroom activities</p> <p>Written research or project</p> <p>Unit test</p> | <p>Textbook: <u>America: Pathways to the Present</u>, Prentice Hall.</p> <p>Selected videos/DVDs</p> <p>Selected web based research sites</p> <p>Selected Primary Source documents</p> <p>Readings: Selected readings on immigration today</p> <p>Teacher developed handouts</p> <p>Bibliography of resources in Media Center</p> |

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| <p>Life of the immigrant in the “Promised Land”</p> <ul style="list-style-type: none"> - Acculturation and assimilation - Specific problems of adaptation - The role of political machines <p>The Continuing Immigrant: Issues and Problems</p> <p>Immigrant Legislation: Past and Present</p> | <ul style="list-style-type: none"> - Analyze and present alternative policies concerning immigration - explain problems immigrants had assimilation in a new culture - define the term “Political Machine” and its relationship to the immigrant experience -cite the benefits and dangers of the Americanization process and ethnicity -state, compare and evaluate opposing viewpoints on immigration today | | |

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| <p>World War I</p> <p>Basic causes of war; specific causes for World War I</p> <p>The “inevitability” of war</p> <p>America’s Involvement</p> <ul style="list-style-type: none"> - The U.S. as a world power - American neutrality - America enters the war <p>Outcomes of the War</p> <p>The U.S. abdicates its role as a world power</p> <ul style="list-style-type: none"> - The Treaty of Versailles - Woodrow Wilson, the Treaty and the League of Nations | <p>The student will be able to:</p> <ul style="list-style-type: none"> - explain the causes for war in general and World War I in particular - explain and assess America’s foreign policy in the years prior to the Great War - trace the events leading up to American participation - evaluate the primary reasons why nations remain neutral or become involved in armed conflicts - cite reasons for American intervention - describe personal reactions to idealistic war slogans and propaganda - explain the results of American involvement | <p>Class discussions</p> <p>Written exercises</p> <p>Quizzes</p> <p>Observation of performance based on criteria established by objectives in classroom activities</p> <p>Note taking</p> <p>Written analysis of a specific concept or theme</p> <p>Unit test</p> | <p>Textbook: <u>America: Pathways to the Present</u>, Prentice Hall.</p> <p>Selected videos/DVDs</p> <p>Selected web based research sites</p> <p>Selected Primary Source documents</p> <p>Readings: Selected readings on conflicts today</p> <p>Teacher developed handouts</p> <p>Bibliography of resources in Media Center</p> |

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| | <ul style="list-style-type: none"> - list and explain ways of determining the provisions of a peace treaty -cite the vary reasons why American's were divided on membership in the League of Nations - analyze the degrees of participation that America may take in world affairs | | |

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| <p>The Roaring Twenties</p> <p>Aspects of social and economic change</p> <p>Women Get the Vote</p> <p>-Historic struggle for suffrage</p> <p>-Women's place in 1920's society</p> <p>-Rights in contemporary times</p> <p>Prohibition</p> <p>Prohibition and temperance in American society historically</p> <p>-Factors and movements supporting reform</p> <p>-American Society and the Prohibition experience</p> | <p>The student will be able to:</p> <p>-draw conclusions concerning America's position in becoming an isolationist nation following World War I</p> <p>-identify factors that made the battle for women's suffrage so long and difficult</p> <p>-evaluate the significance of women obtaining the vote</p> <p>- compare and contrast varying attitudes toward women's roles in American society</p> <p>-describe personal reactions to a proposed "prohibition-type" law</p> <p>-explain the motives for prohibition and the methods used by prohibitionists</p> <p>-draw conclusions about government's role in legislating morality and protecting the public safety</p> | <p>Class discussions</p> <p>Written exercises</p> <p>Quizzes</p> <p>Observation of performance based on criteria established by objectives in classroom activities</p> <p>Unit test</p> <p>Note taking</p> <p>Written analysis of a specific concept or theme</p> | <p>Textbook: <u>America: Pathways to the Present</u>, Prentice Hall.</p> <p>Selected videos/DVDs</p> <p>Selected web based research sites</p> <p>Selected Primary Source documents</p> <p>Readings: Selected readings on social issues today</p> <p>Teacher developed handouts</p> <p>Bibliography of resources in Media Center</p> |

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| <ul style="list-style-type: none"> - Legislations, morality and law enforcement: contemporary issues Change, intolerance and civil liberties - The red scare and the Sacco and Vanzetti case -Traditional religious beliefs and modern thought: The Scopes “Monkey Trial” - The Ku Klux Klan: Now and Then The Politics of the Twenties -A return to Normalcy – Harding’s administration - The Presidencies of Coolidge and Hoover Economic prosperity and changing life styles - Growth of industry and mass consumption - Inventions and innovations | <ul style="list-style-type: none"> -explain the relationship between legislation, law enforcement, and public behavior -develop answers to the question of whether prohibition type laws are effective -define and explain the meaning of civil liberties -identify the constitutional abuses of Palmer Raids -state the reasons for social and political intolerance -evaluate how the “temper of the times” can affect laws and the judicial system - analyze the proceedings of a controversial legal case -evaluate the ideas, concepts and results of a recreation of the Scopes “Monkey Trial” | | |

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| <ul style="list-style-type: none"> - New manners and “morality”: Flaming Youth - An age of heroes, fads and fancies - Weakness in the economy and the Stock Market Crash of 1929 | <ul style="list-style-type: none"> -give examples of intolerance as demonstrated by the KKK -explain the qualities of leadership demonstrated by the twenties presidents -analyze how presidential leadership acts upon or reflects the prevailing socio-political climate - Make a determination as to what may be defined as “honesty in government” - Develop generalizations and supporting details concerning the relative prosperity of socio-economic groups - Interpret economic charts -Explain economic conditions in the twenties - Identify problems faced by farmers and the blacks | | |

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| | <ul style="list-style-type: none"> - evaluate the ideas and influence of the “Lost Generation” writers -state how technological innovation and mass consumption changed American society -explain the operation of a stock market company -cite the reasons for the collapse of the stock market economy and the optimism of the twenties -define the concept of the “generation gap” <li style="padding-left: 40px;">The student will be able to: - Analyze attitudes about changing manners and morals among the young in twenties - Describe the socio-cultural changes of the 1920’s | | |

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| | <ul style="list-style-type: none">- Pose hypothesis about a period (twenties) based upon reading and interpreting accounts of twenties “heroes” - Examine a series of news items and suggest hypotheses about hero-worship in America | | |

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| <p>The Depression Years</p> <p>The onset of the Great Depression</p> <p>-Economic terms and definitions</p> <p>-Causes of the Depression</p> <p>-Effects on the people</p> <p>-Early government reaction</p> <p>Franklin Roosevelt and the New Deal</p> <p>-The election of 1932 and FDR's leadership</p> <p>-The first hundred days</p> <p>-Philosophy of the New Deal</p> <p>-Reaction to FDR and the New Deal</p> <p>-The 2nd New Deal</p> <p>-Effect of the New Deal</p> | <p>The student will be able to:</p> <p>-Define basic economic terms related to the Depression</p> <p>-Summarize and explain the basic theories as the cause(s) of the Depression</p> <p>-Describe what one would imagine to be intolerable economic conditions for one's self</p> <p>-Read and interpret a number of primary and secondary source selections about life in the depression</p> <p>-explore the roles and responsibilities of government official and mass protesters</p> <p>-state the effect of the Depression on the lives and dreams of Americans</p> | <p>Class discussions</p> <p>Written exercises</p> <p>Quizzes</p> <p>Observation of performance based on criteria established by objectives in classroom activities</p> <p>Unit test</p> <p>Written research or project</p> <p>Written analysis of a specific concept or theme</p> | <p>Textbook: <u>America: Pathways to the Present</u>, Prentice Hall.</p> <p>Selected videos/DVDs</p> <p>Selected web based research sites</p> <p>Selected Primary Source documents</p> <p>Readings: Selected readings on social and/or economic issues today</p> <p>Teacher developed handouts</p> <p>Bibliography of resources in Media Center</p> |

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| <p>American Life during the Depression</p> <p>- Mass culture</p> | <ul style="list-style-type: none"> -evaluate possible reactions that students would take concerning problems posed by living during a depression -describe the strategies that might be used to combat a depression -cite and evaluate the success of the approaches used by Herbert Hoover -explain why Roosevelt was elected and what made him a successful leader -enumerate and evaluate specific programs of the New Deal -apply economic terms and concepts in an understanding of the Great Depression and economic cycles -compare and contrast various responses to the New Deal -develop generalizations and specific, supporting explanations as to how the Depression and | | |

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| | <ul style="list-style-type: none"> -compare and contrast views about government assistance to people -explain the role of the political radical response to the New Deal -state how the New Deal changed the relationship between the government, the people, and economic institutions <li style="padding-left: 40px;">The student will be able to: -pose hypotheses about the “mood” of Americans during the 1930’s -analyze adjectives to describe entertainment in the 1930’s and contemporary times -evaluate using popular culture as a tool to discover the mood of a time period | | |

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| <p>Industrialization (Gilded Age)</p> <p>Laissez-faire Conservatism</p> <p>Gospel of Wealth</p> <p>The "self-made man" Carnegie/Rockefeller</p> <p>Social Darwinism; survival of the fittest</p> <p>Social critics and dissenters</p> <p>Knights of Labor and American Federation of Labor</p> <p>Haymarket, Homestead, and Pullman</p> <p>Social legislation</p> | <p>Students will be able to :</p> <p>-interpret economic, social, and political trends of the late 19th and early 20th century.</p> <p>-describe innovations in technology and business practices and assess their impact on the economy</p> <p>-make inferences about the influence of immigration and rapid industrialization on urban life.</p> <p>-trace the development of labor unions and judge their effects on economic arrangements and the lives of the working people.</p> <p>-analyze the demographic shifts resulting from the above listed objectives</p> | <p>Class discussions</p> <p>Written exercises</p> <p>Quizzes</p> <p>Observation of performance based on criteria established by objectives in classroom activities</p> <p>Unit test</p> <p>Written research or project</p> <p>Written analysis of a specific concept or theme</p> | <p>Textbook: <u>America: Pathways to the Present</u>, Prentice Hall.</p> <p>Selected videos/DVDs</p> <p>Selected web based research sites</p> <p>Selected Primary Source documents</p> <p>Readings: Selected readings on social and/or economic issues today</p> <p>Teacher developed handouts</p> <p>Bibliography of resources in Media Center</p> |

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| Settlement houses: Jane Addams Structural reforms in government | | | |

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| <p>Progressive Era</p> <p>Foreign policy and the new imperialism:</p> <ul style="list-style-type: none"> -Naval expansionists -Spanish-American War -Cuban independence -Debate on Philippines -The Far East: The Open Door -Theodore Roosevelt the Panama Canal, Roosevelt Corollary, the Far East, and the "Big Stick" Election and assassination of William McKinley Origins of Progressivism | <p>Students will be able to:</p> <ul style="list-style-type: none"> -evaluate the role of the US as an emerging world power -analyze the causes, effects, and consequences of US foreign policy decisions -compare Roosevelt's "world view" to previous administrations' foreign policy objectives -identify the essential characteristics of modern election techniques - compare American life on the eve of the 20th century to American life in the formative years of the 21st century -explain the goals and outcomes of the Progressives -cite the relative successes and failure of the Progressives | <p>Class discussions</p> <p>Written exercises</p> <p>Quizzes</p> <p>Observation of performance based on criteria established by objectives in classroom activities</p> <p>Unit test</p> <p>Written research or project</p> <p>Written analysis of a specific concept or theme</p> | <p>Textbook: <u>America: Pathways to the Present</u>, Prentice Hall.</p> <p>Selected videos/DVDs</p> <p>Selected web based research sites</p> <p>Selected Primary Source documents</p> <p>Readings: Selected readings on social, political and/or economic issues today</p> <p>Teacher developed handouts</p> <p>Bibliography of resources in Media Center</p> |

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| <p>Decline of populism</p> <p>Emergence of new journalism, muckrackers, and yellow journalists</p> <p>Municipal, state, and national reforms</p> <p>Political, social and economic regulation</p> <p>Black America: Washington, Du Bois, and Garvey</p> <p>Roosevelt's Square Deal, managing the trusts, and conservation</p> <p>Initiative, referendum, and recall</p> <p>American culture at the turn of the century</p> <p>The gaining strength of the temperance movement</p> | <p>-describe how governmental policy was/is shaped by political parties</p> <p>-evaluate the ability of mass media of the era to influence public opinion</p> <p>-list and evaluate specific political reforms at both the state and federal level</p> <p>-compare DuBois' objectives and successes to Wahington's</p> <p>-evaluate Roosevelt's presidency and its effects upon subsequent events</p> <p>-describe and analyze the trends that shaped and influenced American culture of the era</p> <p>-analyze the motives, successes, failures, and consequences of the temperance movement</p> | | |

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| | -describe the specific circumstances pertaining to the election of Woodrow Wilson | | |

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| <p>1940's and WWII and it's aftermath</p> <p>Background and causes of the war</p> <p>World economic situations</p> <p>Rise of Dictatorships</p> <p>Failure of world diplomacy</p> <p>American Neutrality</p> <p>Isolation to intervention</p> <p>The debate over neutrality</p> <p>The U.S. in WWII</p> | <p>The student will be able to:</p> <p>Define and explain neutrality</p> <p>Apply their knowledge as to the causes of war to events leading to WWII</p> <p>Develop an explanation for the rise of totalitarian states</p> <p>Assess U.S. response in light of world events in the 1930's</p> <p>Cite advantages and disadvantages to America concerning support to the Allies</p> <p>Compare and contrast student attitudes about U.S. military commitment to other countries</p> <p>Recall the events immediately prior to America's entry into WWII</p> | <p>Class Discussion</p> <p>Written Exercises</p> <p>Quizzes</p> <p>Projects</p> <p>Unit Test</p> | <p>Textbook: <u>American Pathways to the Present</u>, Vol. 1, Cayton, Perry, Reed, and Winkler</p> <p><u>The American Nation: In the 20th Century</u>, Holt, Rinehart, and Winston</p> <p>Cartoons Go To War DVD</p> <p>Patton DVD</p> <p>Truman A&E Biography VHS</p> <p>Adolph Hitler "Heroes and Tyrants" VHS</p> <p>FDR "Heroes and Tyrants" VHS</p> <p>FDR A&E Biography VHS</p> |

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| <p>Pearl Harbor</p> <p>Pacific Theatre</p> <p>Events in North Africa</p> <p>The home front</p> <p>European Theatre</p> <p>End of the war and the use of the atomic bomb</p> <p>Hiroshima and Nagasaki</p> <p>Nuclear weapons in present times and outcomes of the war</p> | <p>Interpret maps to determine basic war strategy</p> <p>Summarize the main events and battles that were the determining factors in the war's outcome</p> <p>Explain the impact of the war on American attitudes and behavior</p> <p>Distinguish between practical, legal, moral standards in explaining the use of relocation camps</p> <p>Compare and contrast the European Theatre and the Pacific Theatre of the war</p> <p>Interpret primary sources regarding the decision to use the atomic bomb and the results of its use</p> <p>Judge the U.S.'s decision to use atomic weapons</p> <p>Conclude how the war affected the United States in subsequent years</p> | | <p>Decoding Nazi Secrets:</p> <p>Enigma Cipher</p> <p>Machine VHS</p> <p>Pearl Harbor: Legacy of Attack VHS</p> <p>Hiroshima: Why the Bomb was Dropped? VHS</p> <p>Hiroshima by John Hersey</p> <p>Band of Brothers by Stephen Ambrose</p> <p>D-Day by Stephen Ambrose</p> <p>The Second World War by John Keegan</p> |

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| <p>The 1950's</p> <p>The Cold War and Korean Conflict</p> <p>Post war events</p> <p>Origins of the Cold War</p> <p>American responses to Truman and containment</p> <p>Korean War</p> <p>McCarthyism: Definitions and explanations</p> <p>The Rosenbergs</p> <p>Blacklisting and Civil Liberties</p> <p>Joseph McCarthy and the McCarthy Hearings</p> <p>The impact of television</p> <p>Science and Technology</p> <p>Eisenhower's Administration</p> | <p>Review the key events that defined the Cold War</p> <p>Interpret and evaluate views of the origins of the Cold War</p> <p>Explain the post war changes and problems that confronted Americans</p> <p>Evaluate associations made with the terms "Russian", "Soviet", and "Communist"</p> <p>Describe the Cold War "atmosphere" of the early 50's</p> <p>List possible alternatives the U.S. might have taken when the Korean conflict began</p> <p>Cite the major events and outcomes of the Korean conflict</p> <p>Make judgments on Truman's leadership</p> | <p>Class Discussion</p> <p>Written Exercises</p> <p>Quizzes</p> <p>Projects</p> <p>Unit Test</p> | <p>Textbook: <u>American Pathways to the Present</u>, Vol. 1, Cayton, Perry, Reed, and Winkler</p> <p><u>The American Nation: In the 20th Century</u>, Holt, Rinehart, and Winston</p> <p>The American President PBS DVD</p> <p>The Fifties by David Halberstam</p> |

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| | <p>Indicate how a judicial trial can be affected by the times and circumstances in which it was held</p> <p>Define blacklisting ex: Hollywood Ten</p> <p>Decide the lessons to be learned from the McCarthy</p> <p>Cite examples of the positive and negative effects of television</p> <p>List the accomplishments and problems of Eisenhower's tenure as president.</p> | | |

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| <p>The 1960's</p> <p>The movement for Civil Rights</p> <p>Historic perspective</p> <p>Brown vs. Board of Education</p> <p>Direct Action Protest</p> <p>Leadership of Martin Luther King Jr.</p> <p>Black Power and militancy</p> <p>The Kennedy Years: The Election of 1960</p> <p>An image and an administration</p> <p>Cuban Missile Crisis and the threat of nuclear war</p> <p>LBJ and the "Great Society"</p> <p>The leadership of LBJ and the election of 1964</p> | <p>Define the term civil rights</p> <p>Explain the necessity for civil rights for all people in a democratic society</p> <p>Relate how black Americans were denied their rights in spite of the Civil War and Constitutional guarantees</p> <p>Describe personal reactions to being the subject of discrimination</p> <p>Evaluate protest as a means of change</p> <p>Summarize and evaluate the ideas and facts related to the concept of non-violent change</p> <p>Judge the leadership role of MLK in promoting rights and equality for all Americans</p> <p>Pose possible solutions to racial problems</p> | <p>Class Discussion</p> <p>Written</p> <p>Exercises</p> <p>Quizzes</p> <p>Projects</p> <p>Unit Test</p> | <p>Textbook: <u>American Pathways to the Present</u>, Vol. 1, Cayton, Perry, Reed, and Winkler</p> <p><u>The American Nation: In the 20th Century</u>, Holt, Rinehart, and Winston</p> <p>Thirteen Days DVD</p> <p>JFK A&E Biography VHS</p> <p>Fidel Castro Maximum Leader VHS</p> <p>Cuban Missile Crisis VHS</p> <p>The American Presidents PBS DVD</p> <p>MLK A&E Biography VHS</p> |

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| <p>The concept of a Great Society laws</p> <p>War in Vietnam: Background to American involvement</p> <p>Escalation of the war</p> <p>The debate over involvement</p> <p>Key events, personalities and issues</p> <p>Vietnamization and withdrawal</p> <p>Evaluation of American participation</p> <p>American life in the 60's</p> <p>Social and cultural change</p> <p>Protest and reform movements</p> <p>Impact of the counter-culture</p> | <p>Compare the image of JFK to his accomplishments</p> <p>Explain the issues, facts, and events surrounding the Cuban Missile Crisis</p> <p>Appraise JFK's leadership abilities in the Cuban Missile Crisis</p> <p>Relate reactions to the assassination of JFK and how the unexplained death of a popular leader impacts upon society</p> <p>Compare and contrast views regarding social welfare programs</p> <p>Evaluate LBJ's Great Society</p> <p>Explain how LBJ was able to achieve such a comprehensive program compared to other presidents</p> <p>Recall the background, causes, and early stages of American involvement in Vietnam</p> | | <p>Eyes on the Prize PBS VHS</p> <p>Dear America: Letters Home from Vietnam VHS</p> <p>In Retrospect by Robert S. McNamara</p> <p>The Things They Carried by Tim O'Brien</p> <p>Vietnam a History by Stanley Karnow</p> <p>Why We Can't Wait by Martin Luther King Jr.</p> <p>"I have a dream speech" by MLK</p> <p>Little Rock Nine play</p> |

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| | <p>Summarize the events and results of American involvement in Vietnam</p> <p>Interpret reactions to America's involvement in the war</p> <p>Cite lessons that may be learned from American involvement in Vietnam</p> <p>Explain what conditions made the sixties unique</p> <p>Summarize the major social problems of the decade and how people dealt with those issues</p> <p>Define and explain the meaning of the counter culture</p> <p>Interpret reading selections dealing with</p> | | |

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| <p>Contemporary America</p> <p>The Nixon Years</p> <p>1968 A year of crisis</p> <p>Nixon's foreign policy</p> <p>Domestic Considerations</p> <p>The Watergate Scandal</p> <p>President Ford</p> | <p>Understand the significance of key events in 1968</p> <p>Explain Nixon's major goals and actions in foreign and domestic affairs</p> <p>Understand the criteria used in evaluating political figures</p> <p>Know the basic information about the Watergate scandals</p> <p>Evaluate the impact and importance of Watergate</p> <p>Judge whether or not Nixon should have been pardoned</p> <p>Summarize the major accomplishments of the Ford and Carter administrations</p> <p>Identify the major issues in American society</p> | <p>Class Discussion</p> <p>Written</p> <p>Exercises</p> <p>Quizzes</p> <p>Projects</p> <p>Unit Test</p> | <p>Textbook: <u>American Pathways to the Present</u>, Vol. 1, Cayton, Perry, Reed, and Winkler</p> <p><u>The American Nation: In the 20th Century</u>, Holt, Rinehart, and Winston</p> <p>All the President's Men by Woodward and Bernstein</p> |