

## **Curriculum Guide**

Course: **American Studies 2\***

Written/Revised: May 2012

Course Number: 52

Number of Credits: 5

Level of Course: Special Education - Replacement

Grade Level Offered to: 11

Prerequisite: World History, American Studies 1

### **Course Description:**

American Studies II has been designed to provide every student with an understanding of and appreciation for the forces that have shaped the United States of America. This course is the second part of a two-year comprehensive study of important events and personalities that created our nation. The curriculum will link current contemporary issues to past events, policies and decisions. The curriculum will focus on the role played by the United States in the development of the modern world. Emphasis is placed on acquiring historical thinking skills, historical understanding, a clear sense of historical time, historical comprehension, historical analysis and interpretation, historical research, historical issue-analysis, appreciation of basic concepts established in historical development, as well as a fundamental understanding of the structure and operation of our government. Students will be encouraged and expected to study independently, work with others in a collaborative setting, and write in an insightful, comprehensive style that reflects accurate historical information in a critical manner. Students will be expected to complete research projects that use primary sources documents, Internet sources, and other teacher accepted research.

### **Course Objectives:**

Upon successful completion of American Studies II, students will:

Demonstrate knowledge, understanding, and appreciation of the geographical, political, social, cultural, and economic history of the United States.

Demonstrate an understanding of the impact of political and economic forces, geography, social structures and culture on the history of the world from pre-history to the contemporary world.

Demonstrate active listening, critical thinking and viewing skills as well as research, interpretation, public speaking, decision-making and problem solving skills through the social studies content standards.

Have a broader understanding of social studies through the study of the Humanities, including Literature, art, philosophy, music, and architecture.

Acquire an understanding of key economic principles and their relationships to individuals, institutions, and governments.

Acquire an understanding of how diverse societies and their cultures have contributed to the human experience in local, regional, and world contexts.

**Core Curriculum Content Standards Addressed:**

6.1, 6.2, 6.3, 6.4, 6.5, 6.6

**Course Outline:**

This course also includes additional readings, projects, and assignments that are appropriate for the understanding of concepts.

**Unit #1: Depression and the New Deal (2 weeks)**

Goal: Students will gain an understanding of the Great Depression and the New Deal measures that dealt with it.

**Chapter 25: Depression and the New Deal**

**Objectives:**

To explain the factors that contributed to the Great Depression and conditions during that time.

To describe Franklin Roosevelt's "New Deal" policy.

To explain some of the programs of the New Deal.

To describe some movies and well-known people of the time.

**Projects/Videos/Webquests/Primary Source Activities:**

*History Channel-Great Depression Video, Century Video 1920-1930, , Great Depression Photo Primary Source Writing, Dust Bowl online video clips, movie – Grapes of Wrath*

**Common Core State Standards:**

RH.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.4; RH.11-12.5; RH.11-12.6; RH.11-12.7; RH.11-12.8; RH.11-12.9; RH.11-12.10

W.H.S.T.11-12.1 a; W.H.S.T.11-12.1 b; W.H.S.T.11-12.1 c; W.H.S.T.11-12.1 d; W.H.S.T.11-12.1 e; W.H.S.T.11-12.2 a; W.H.S.T.11-12.2 b; W.H.S.T.11-12.2 c; W.H.S.T.11-12.2 d; W.H.S.T.11-12.2 e

W.H.S.T.11-12.1; W.H.S.T.11-12.2; W.H.S.T.11-12.3; W.H.S.T.11-12.4; W.H.S.T.11-12.5; W.H.S.T.11-12.7; W.H.S.T.11-12.8; W.H.S.T.11-12.9; W.H.S.T.11-12.10

**Unit #2: World War II (7 weeks)**

Goal: Students will gain an understanding of the causes and effects of World War II in respect to America and the world.

## Chapter 26: World War II

### Objectives:

To describe events in Europe and Asia in the 1920's and 1930's and the reactions of the United States

To explain the steps that led to world War II

To describe how Germany came to control most of Europe, and why France and Great Britain declared war on Germany

To describe the events at Pearl Harbor

To describe life in the United States during the war

To explain how American involvement affected the outcome of the war

### Projects/Videos/Webquests/Primary Source Activities:

*Pearl Harbor-Tora, Tora, Tora, Century 1930-1948, Tuskegee Airmen, Saving Private Ryan, Century of Warfare, Windtalkers, Men of Honor, To Hell and Back – the Audie Murphy Story, Enemy at the Gates, History Channel- Hitler/Stalin, History Channel-Man of Steel Holocaust Video Sets, Japanese American Internment Diaries, World War II Propaganda, Recruitment Poster, Interactive Maps of Europe, Soviet Union, and North Africa for both pre and post WW II, video clips from the Internet..*

### Common Core State Standards:

RH.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.4; RH.11-12.5; RH.11-12.6; RH.11-12.7; RH.11-12.8; RH.11-12.9; RH.11-12.10

W.H.S.T.11-12.1 a; W.H.S.T.11-12.1 b; W.H.S.T.11-12.1 c; W.H.S.T.11-12.1 d;  
W.H.S.T.11-12.1 e; W.H.S.T.11-12.2 a; W.H.S.T.11-12.2 b; W.H.S.T.11-12.2 c;  
W.H.S.T.11-12.2 d; W.H.S.T.11-12.2 e

W.H.S.T.11-12.1; W.H.S.T.11-12.2; W.H.S.T.11-12.3; W.H.S.T.11-12.4; W.H.S.T.11-12.5;  
W.H.S.T.11-12.6; W.H.S.T.11-12.7; W.H.S.T.11-12.8; W.H.S.T.11-12.9;  
W.H.S.T.11-12.10

## Unit #3: The Cold War (6 weeks)

Goal: Students will obtain knowledge of the origins of the Cold War and America's role in the post war world.

## Chapter 27 –A Time of Challenge and Change (The Cold War) (1945-1959)

### Objectives:

To explain changes in the economy after World War II

To describe the effects of the war, formation of the United Nations, the Fair Deal program, and the election of 1948

To describe the beginnings of the cold war, the Marshall Plan, and NATO

To explain America's involvement in the Korean War

To describe America in the 1950's, including McCarthyism, the civil Rights movement, family life, and the start of the space race.

Projects/Videos/Webquests/Primary Source Activities:

*David Halberstam's 1950's, History Channel Berlin Wall/Cuban Missile Crisis, History of Rock-n-Roll, Century Video 1948-1960, 1950's Newspaper, Cold War Document Analysis, 1950's Cultural Project, Interactive Maps of the Cuban Missile Crisis and the growth of nuclear weapons, video clips from the Internet.*

Common Core State Standards:

RH.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.4; RH.11-12.5; RH.11-12.6; RH.11-12.8; RH.11-12.9; RH.11-12.10

W.H.S.T.11-12.1 a; W.H.S.T.11-12.1 b; W.H.S.T.11-12.1 c; W.H.S.T.11-12.1 d;  
W.H.S.T.11-12.1 e; W.H.S.T.11-12.2 a; W.H.S.T.11-12.2 b; W.H.S.T.11-12.2 c;  
W.H.S.T.11-12.2 d; W.H.S.T.11-12.2 e

W.H.S.T.11-12.1; W.H.S.T.11-12.2; W.H.S.T.11-12.3; W.H.S.T.11-12.4; W.H.S.T.11-12.5;  
W.H.S.T.11-12.7; W.H.S.T.11-12.8; W.H.S.T.11-12.9;  
W.H.S.T.11-12.10

Unit #4: The Civil Rights Movement (7 weeks)

Goal: Students will gain an understanding of the emergence the right of Americans to claim their place in society.

Chapter 28.1 – 28.3

Objectives:

Learn about events that led to a rise in African-American influence in the 20<sup>th</sup> century.

Find out how Americans responded to the Brown v. Board of Education decision.

Discover how the Montgomery Bus Boycott affected the Civil Rights Movement.

Find out how early groups laid the foundation for the Civil Rights movement.

Understand the philosophy of nonviolence.

Realize how SNCC gave students a voice in the Civil Rights movement.

Identify the goals of sit-ins and freedom rides.

Find out the reaction to James Meredith's integration to the University of Mississippi.

Understand how the Birmingham events affected attitudes towards the Civil Rights movement.

Learn about Kennedy's approach to Civil Rights.

Find out why Civil Rights leaders proposed a March on Washington.

Learn the goals of the Civil Rights Act of 1964.

Learn about Malcolm X's approach to Civil Rights.

Become familiar with the major goals of the Black Power movement.

See why violent riots erupted in major cities.

Find out how the tragic events affected the nation.

## Unit 5: The Vietnam War (6 weeks)

Goal: Students will understand how America became involved in the Vietnam War, as well as the results of the war on both the soldiers and all Americans.

Chapter: 28.4 – 28.6, 29.1 (1954-1975)

Objectives:

Learn about the events that led to the war between North and South Vietnam.

Become familiar with the Vietnam policies of Kennedy and Robert McNamara.

See how LBJ changed the course of the war.

Learn how battlefield affected American soldiers.

Be able to describe the course of war between 1965-1968.

List reasons why the Tet Offensive was the turning point in the war.

Find out about the role played by students in the protest movements of the 1960's.

Learn why LBJ decided to not seek re-election in 1968.

Discover how the Vietnam War affected the election of 1968.

Learn how President Nixon's policies led to American withdrawal from Vietnam.

Projects/Videos/Webquests/Primary Source Activities:

*JFK Assassination Videos, The Fabulous 60's, The 60's, Letters From Home, Return With Honor, Platoon, We Were Soldiers, Century Video 1960-1970, Vietnam War Webquest, Civil Right's Newspaper, Civil Rights Scavenger Hunt, Civil Rights Timeline, Primary Source Comparison: MLK and Malcolm X, MLK Web Quest/ Scavenger Hunt, Little Rock Nine Web quest, Culture Studies of the 60's: Musicians and Artists, Video clips from the Internet.*

RH.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.4; RH.11-12.5; RH.11-12.6; RH.11-12.7; RH.11-12.8; RH.11-12.9; RH.11-12.10

W.H.S.T.11-12.1 a; W.H.S.T.11-12.1 b; W.H.S.T.11-12.1 c; W.H.S.T.11-12.1 d;  
W.H.S.T.11-12.1 e; W.H.S.T.11-12.2 a; W.H.S.T.11-12.2 b; W.H.S.T.11-12.2 c;  
W.H.S.T.11-12.2 d; W.H.S.T.11-12.2 e

W.H.S.T.11-12.1; W.H.S.T.11-12.2; W.H.S.T.11-12.3; W.H.S.T.11-12.4; W.H.S.T.11-12.5;  
W.H.S.T.11-12.7; W.H.S.T.11-12.8; W.H.S.T.11-12.9;  
W.H.S.T.11-12.10

## Unit #6: America in a Changing World (4 weeks)

Goal: Students will gain knowledge of Presidents' domestic and foreign policy from 1969 to 1980

Chapter 29: America in a changing World. Nixon, Ford, and Carter.

Objectives:

To describe how the United States improved relations with China and the Soviet Union

To describe the events of the Watergate scandal

To list the problems President Ford faced  
To list national and international problems President Carter faced  
To describe the hostage crisis and problems with the Soviet Union

Projects/Videos/Webquests/Primary Source Activities:

*All the President's Men, History Channel 1970's, Century Video 1970-1980, Miracle movie and documentary, Watergate Project, 1960's/1970's Music Project, 1980 's Cultural Project, Iran Hostage Crisis Webquest, video clips from the Internet*

Unit 7: The 1980's (5 weeks)

Goal: Students will understand how America changed under the leadership and policies of Ronald Reagan.

Chapter 30: The 1980's

Objectives:

To identify important national events that the Reagan administration faced  
To explain important foreign events facing the Reagan administration  
To describe events at the start of the Bush Administration

Projects/Videos/Webquests/Primary Source Activities:

*1980 's Cultural Project, , 1980's and 1990's online activities for economic policy and technological advances, Century Video 1990-1990, video – 1982, Berlin Wall Comes Down, History Channel Biography: Mikhail Gorbachev*

RH.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.4; RH.11-12.5; RH.11-12.6; RH.11-12.7;  
RH.11-12.8; RH.11-12.9; RH.11-12.10

W.H.S.T.11-12.1 a; W.H.S.T.11-12.1 b; W.H.S.T.11-12.1 c; W.H.S.T.11-12.1 d;  
W.H.S.T.11-12.1 e; W.H.S.T.11-12.2 a; W.H.S.T.11-12.2 b; W.H.S.T.11-12.2 c;  
W.H.S.T.11-12.2 d; W.H.S.T.11-12.2 e

W.H.S.T.11-12.1; W.H.S.T.11-12.2; W.H.S.T.11-12.3; W.H.S.T.11-12.4; W.H.S.T.11-12.5;  
W.H.S.T.11-12.7; W.H.S.T.11-12.8; W.H.S.T.11-12.9;  
W.H.S.T.11-12.10

Unit 8: The 1990's (2 weeks)

Goal: Students will understand how the Cold War ended, and how America became involved in more conflict in the Middle East.

Chapter 31: The 1990's

Objectives:

To explain how communist rule in the Soviet Union ended  
To describe the Persian Gulf War  
To describe the policies and attempts at reform by the Clinton administration  
To explain the world conflicts involving America in the 1990's

To list the problems and changes that took place in America during the 1990's  
To describe the beginning of the new millennium and the election of 2000

Projects/Videos/Webquests/Primary Source Activities:

*Century Video 1970-1980, CNN Presents: The Persian Gulf War, video clips from the Internet,*

RH.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.4; RH.11-12.5; RH.11-12.6; RH.11-12.7;  
RH.11-12.8; RH.11-12.9; RH.11-12.10

W.H.S.T.11-12.1 a; W.H.S.T.11-12.1 b; W.H.S.T.11-12.1 c; W.H.S.T.11-12.1 d;  
W.H.S.T.11-12.1 e; W.H.S.T.11-12.2 a; W.H.S.T.11-12.2 b; W.H.S.T.11-12.2 c;  
W.H.S.T.11-12.2 d; W.H.S.T.11-12.2 e

W.H.S.T.11-12.1; W.H.S.T.11-12.2; W.H.S.T.11-12.3; W.H.S.T.11-12.4; W.H.S.T.11-12.5;  
W.H.S.T.11-12.7; W.H.S.T.11-12.8; W.H.S.T.11-12.9;  
W.H.S.T.11-12.10

## Unit 9: The 21<sup>st</sup> Century Begins

Goal: Students will understand the learn about the political, social and scientific concerns of the new Millennium.

### Chapter 32: The 21<sup>st</sup> Century Begins (2 weeks)

Objectives:

To describe the terrorist attacks of September 11<sup>th</sup>, 2001

To describe the wars in Afghanistan and Iraq

To list the events following the war in Iraq

To describe the presidential election of 2004

To describe life in the United States at the beginning of the 21<sup>st</sup> Century

Projects/Videos/Webquests/Primary Source Activities:

*CNN Tribute: America Remembers – The Attacks on September 11<sup>th</sup>, 2001, video clips from the Internet, CNN interactive, visits from soldiers who have served in Iraq/Afghanistan, 9/11 Interviews*

RH.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.4; RH.11-12.5; RH.11-12.6; RH.11-12.7;  
RH.11-12.8; RH.11-12.9; RH.11-12.10

W.H.S.T.11-12.1 a; W.H.S.T.11-12.1 b; W.H.S.T.11-12.1 c; W.H.S.T.11-12.1 d;  
W.H.S.T.11-12.1 e; W.H.S.T.11-12.2 a; W.H.S.T.11-12.2 b; W.H.S.T.11-12.2 c;  
W.H.S.T.11-12.2 d; W.H.S.T.11-12.2 e

W.H.S.T.11-12.1; W.H.S.T.11-12.2; W.H.S.T.11-12.3; W.H.S.T.11-12.4; W.H.S.T.11-12.5;  
W.H.S.T.11-12.7; W.H.S.T.11-12.8; W.H.S.T.11-12.9;  
W.H.S.T.11-12.10

### **Additional Assignments and Materials:**

Throughout the curriculum, there are additional assignments and activities that will be completed that will include but not be limited to technology, primary source writing, small and large group research, classroom debates, and current event discussion.

### **Reference-Textbook:**

Text: AGS publisher, United States History, 2005.

See <http://www.hpregional.org/departments/History/classes/amerstudies2A.htm>

For “**Links and Webquests**”

### **Evaluation Tools:**

Student Progress: These assessments will be continuous throughout the school year.

The evaluation of student progress will be made based on the following criteria:

Homework	10 points
Class work	10 points
Projects	25 - 200 points
Written Responses	10 – 25 points
Tests	100 points

Evaluation of Teacher Effectiveness:

The teacher’s effectiveness will be assessed through several mechanisms.

Teacher self-evaluation

Student evaluation

Unit evaluation

Periodic Evaluation of Objectives and Guide: To be done yearly

### **Additional Course Policies:**

High Point Regional High School’s curriculum and instruction are aligned to the State’s Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.