

# Jasper City Schools Curriculum Map

## American History-11<sup>th</sup> Grade

**Course Name:** American History 11 1877-Present

**Unit Name:** Unit 1

**Time Frame:** 10 days

<b>Unit Standards</b>	<ul style="list-style-type: none"> <li>• <b>ACT Quality Core</b> <ul style="list-style-type: none"> <li>○ C1a: Evaluated the impact of new inventions and technologies of the late 19<sup>th</sup> century</li> <li>○ C1d: Explain the contributions of immigrants of the late 19<sup>th</sup> century</li> <li>○ C1e: Explain the causes and impact of urbanization in the late 19<sup>th</sup> century</li> <li>○ C1f: Compare and contrast the experiences of African Americans in various U.S. Regions in the late 19<sup>th</sup> century</li> <li>○ C2a: Identify and explain significant issues and components of the Populist movement and their impacts</li> </ul> </li> <li>• <b>Alabama Course of Study</b> <ul style="list-style-type: none"> <li>○ Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I. <ul style="list-style-type: none"> <li>▪ Describing the impact of Manifest Destiny on the economic and technological development of the post-Civil War West, including mining, the cattle industry, and the transcontinental railroad</li> <li>▪ Identifying the changing role of the American farmer, including the establishment of the Granger movement and the Populist Party and agrarian rebellion over currency issues</li> <li>▪ Comparing population percentages, motives, and settlement patterns of immigrants from Asia, Africa, Europe, and Latin America, including the Chinese Immigration Act regarding immigration quotas</li> <li>▪ Interpreting the impact of change from workshop to factory on workers' lives, including the New Industrial Age from 1870 to 1900, the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO), the Industrial Workers of the World (IWW), the Pullman Strike, the Haymarket Square Riot, and the impact of John D. Rockefeller, Andrew Carnegie, Samuel Gompers, Eugene V. Debs, A. Philip Randolph, and Thomas Alva Edison</li> </ul> </li> <li>○ Evaluate social and political origins, accomplishments, and limitations of Progressivism. <ul style="list-style-type: none"> <li>▪ Explaining the impact of the Populist Movement on the role of the federal government in American society</li> <li>▪ Determining the influence of the Niagara Movement, the National Association for the Advancement of Colored People (NAACP), Booker T. Washington, W. E. B. Du Bois, Marcus Garvey, and Carter G. Woodson on the Progressive Era</li> <li>▪ Assessing the significance of the public education movement initiated by Horace Mann</li> </ul> </li> </ul> </li> </ul>
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<b>Unit Essential Questions</b>	1. The Gilded age fostered the consolidation of business, the beginning of government involvement in the economy and the organization of disadvantaged economic and social classes
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<b>Unit Essential Vocabulary</b>	<div> 1. Grange 2. Populism 3. bimetalism 4. gold standard 5. Ellis Island 6. Angel Island 7. nativism 8. melting pot 9. urbanization 10. tenement 11. mass transit 12. settlement house </div> <div> 13. Social gospel movement 14. Americanization movement 15. Political machine 16. Graft 17. Patronage 18. Civil service 19. Niagra Movement 20. Poll tax 21. Grandfather clause 22. Jim Crow Laws 23. Debt peonage 24. Rural free delivery </div>
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<b>Resources</b>	Textbook Interactives Simulations Video/ Video Clips	Guided Reading Supreme Court Cases Writing Prompts
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<b>Assessment(s)</b>	Section quizzes Unit Test
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# Jasper City Schools Curriculum Map

## American History-11<sup>th</sup> Grade

**Course Name:** American History 11 1877-Present

**Unit Name:** Unit 2

**Time Frame:** 7 days

<b>Unit Standards</b>	<ul style="list-style-type: none"> <li>• <b>ACT Quality Core:</b> <ul style="list-style-type: none"> <li>○ C2b: Explain the origins and accomplishments of the Progressive movement</li> <li>○ C2c: Analyze the efforts to achieve woman's suffrage in the early 20<sup>th</sup> century</li> <li>○ C2d: Evaluate, take and defend positions on the various U.S. foreign policies in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries</li> <li>○ C2e: Analyze the causes and consequences of the Spanish American War</li> <li>○ C2f: Identify and evaluate the factors that influenced U.S. imperialism in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries and the ensuing debate over imperialism</li> </ul> </li> <li>• <b>Alabama Course of Study:</b> <ul style="list-style-type: none"> <li>○ Explain the United States' changing role in the early twentieth century as a world power. <ul style="list-style-type: none"> <li>▪ Describing causes of the Spanish-American War, including yellow journalism, the sinking of the Battleship USS Maine, and economic interests in Cuba</li> <li>▪ Identifying the role of the Rough Riders on the iconic status of President Theodore Roosevelt</li> </ul> </li> <li>○ Evaluate social and political origins, accomplishments, and limitations of Progressivism. <ul style="list-style-type: none"> <li>▪ Explaining the impact of the Populist Movement on the role of the federal government in American society</li> <li>▪ Assessing the impact of muckrakers on public opinion during the Progressive movement, including Upton Sinclair, Jacob A. Riis, and Ida M. Tarbell</li> <li>▪ Comparing the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in obtaining passage of measures regarding trust-busting, the Hepburn Act, the Pure Food and Drug Act, the Federal Trade Commission, the Federal Reserve Act, and conservation</li> </ul> </li> <li>○ Evaluate the impact of social changes and the influence of key figures in the United States from World War I through the 1920s, including Prohibition, the passage of the Nineteenth Amendment, the Scopes Trial, limits on immigration, Ku Klux Klan activities, the Red Scare, the Harlem Renaissance, the Great Migration, the Jazz Age, Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, W. C. Handy, and Zelda Fitzgerald.</li> </ul> </li> </ul>
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<b>Unit Essential Questions</b>	<ol style="list-style-type: none"> <li>1. From 1890 to 1918, the United States became increasingly active and aggressive in world affairs.</li> <li>2. The Progressive movement partially succeeded in improving life for average Americans by curbing big business, making the government more responsive to the will of the people, and enacting social welfare legislation.</li> </ol>
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<b>Unit Essential Vocabulary</b>	<ol style="list-style-type: none"> <li>1. Progressive Movement</li> <li>2. Prohibition</li> <li>3. Muckraker</li> <li>4. Initiative</li> <li>5. Recall</li> <li>6. Referendum</li> <li>7. Square Deal</li> <li>8. Conservation</li> <li>9. Imperialism</li> <li>10. Yellow journalism</li> <li>11. Rough Riders</li> <li>12. Protectorate</li> <li>13. Open door Policy</li> <li>14. Dollar diplomacy</li> </ol>
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<b>Resources</b>	Textbook Interactives Simulations Video/ Video Clips Guided Reading Guided Reading
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<b>Assessment(s)</b>	Section quizzes Vocab quizzes Unit Test
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# Jasper City Schools Curriculum Map

## American History-11<sup>th</sup> Grade

**Course Name:** American History 11 1877-Present

**Unit Name:** Unit 3

**Time Frame:** 7 days

### Unit Standards

- **ACT Quality Core:**
  - C2d: Evaluate, take, and defend positions on the various U.S. foreign policies in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries
  - D1a: identify and analyze the causes and significant events of World War I and their impact: evaluate the impact of the Treaty of Versailles
- **Alabama Course of Study:**
  - Evaluate Social and political origins, accomplishments, and limitations of Progressivism.
    - Assessing the impact of muckrakers on public opinion during the Progressive movement including Upton Sinclair, Jacob A. Riis, and Ida M. Tarbell.
    - Assessing the significance of the public education movement initiated by Horace Mann
    - Comparing the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in obtaining passage of measures regarding trust-busting, the Hepburn Act, the Pure Food and Drug Act, the Federal Trade Commission, the Federal Reserve Act, and conservation
  - Explain the United States' changing role in the early 20<sup>th</sup> century as a world power
  - Describe causes, events and the impact of military involvement of the United States in World War I, including mobilization and economic and political changes
    - Identify the role of militarism, alliances, imperialism, and nationalism in World War I
    - Explaining controversies over the Treaty of Versailles of 1919, Woodrow Wilson's Fourteen Point, and the League of Nations.
    - Explaining how the Treaty of Versailles led to worsening economic conditions in Europe, including greater opportunities for the rise of fascist states in Germany, Italy, and Spain
    - Comparing short- and long-term effects of changing boundaries in pre- and post-World War I Europe and the Middle East, including the creation of New Countries.
  - Evaluate the impact of social changes and the influence of key figures in the United States from World War I through the 1920s, including Prohibition, the passage of the 19<sup>th</sup> Amendment, the Scopes Trial, limits on immigration, KKK activities, the Red Scare, the Harlem Renaissance, the Great Migration, the Jazz Age, Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, W.C. Handy, and Zelda Fitzgerald

### Unit Essential Questions

1. From 1890 to 1918, the United States became increasingly active and aggressive in world affairs

### Unit Essential Vocabulary

1. income tax
2. unfair trade practices
3. guerilla
4. nationalism
5. self-determination
6. propaganda
7. contraband
8. U-boat
9. conscription
10. victory garden

	<ul style="list-style-type: none"> <li>11. espionage</li> <li>12. convoy</li> <li>13. armistice</li> <li>14. reparations</li> <li>15. cost of living</li> <li>16. general strike</li> <li>17. deport</li> <li>18. militarism</li> <li>19. no mans land</li> <li>20. trench warfare</li> <li>21. Great Migration</li> </ul>
<b>Resources</b>	Textbook Interactives Simulations Video/ Video Clips Guided Reading Supreme Court Cases Writing Prompts
<b>Assessment(s)</b>	Section Quizzes Vocabulary Quizzes Unit Test



# Jasper City Schools Curriculum Map

## American History-11<sup>th</sup> Grade

**Course Name:** American History 11 1877-Present

**Unit Name:** Unit 4

**Time Frame:** 7 days

<b>Unit Standards</b>	<ul style="list-style-type: none"> <li>• <b>ACT Quality Core:</b> <ul style="list-style-type: none"> <li>○ D1b: Describe and evaluate the impact of scientific and technological innovations of the 1920s</li> <li>○ D1c: Identify and evaluate the impact of new cultural movements on American society in the 1920s</li> <li>○ D1d: Identify the characteristics of social conflict and social change that took place in the early 1920s</li> <li>○ D1e: Identify and explain the Economic factors that contributed to the stock market crash of 1929 and the Great Depression</li> </ul> </li> <li>• <b>Alabama Course of Study:</b> <ul style="list-style-type: none"> <li>○ Evaluate the impact of social changes and the influence of key figures in the United States from World War I through the 1920s, including Prohibition, the passage of the Nineteenth Amendment, the Scopes Trial, limits on immigration, Ku Klux Klan activities, the Red Scare, the Harlem Renaissance, the Great Migration, the Jazz Age, Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, W. C. Handy, and Zelda Fitzgerald. <ul style="list-style-type: none"> <li>▪ Analyzing radio, movies, newspapers, and popular magazines for their impact on the creation of mass culture</li> <li>▪ Analyzing works of major American artists and writers, including F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes, and H. L. Mencken, to characterize the era of the 1920s</li> <li>▪ Determining the relationship between technological innovations and the creation of increased leisure time</li> </ul> </li> <li>○ Describe social and economic conditions from the 1920s through the Great Depression regarding factors leading to a deepening crisis, including the collapse of the farming economy and the stock market crash of 1929. <ul style="list-style-type: none"> <li>▪ Analyzing the Great Depression for its impact on the American family</li> </ul> </li> </ul> </li> </ul>
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<b>Unit Essential Questions</b>	1. Disillusionment with the idealism of World War I led Americans to fear change and difference and to retreat into a superficial shell of self-satisfaction.
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<b>Unit Essential Vocabulary</b>	1. Anarchist 2. Eugenics 3. Flapper 4. Evolution 5. Creationism 6. police power 7. speakeasy 8. Bohemian 9. mass media 10. jazz 11. blues 12. normalcy 13. immunity 14. mass production 15. assembly line 16. welfare capitalism 17. open shop 18. supply-side economics 19. Cooperative individualism 20. isolationism 21. moratorium 22. nativism 23. isolationism 24. communism 25. Urban sprawl 26. Installment plan 27. prohibition 28. bootlegger 29. fundamentalism
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<b>Resources</b>	Textbook Interactives Simulations Video/ Video Clips Guided Reading Supreme Court Cases Writing Prompts
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<b>Assessment(s)</b>	Section quizzes Vocab quizzes Unit Test
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# Jasper City Schools Curriculum Map

## American History-11<sup>th</sup> Grade

**Course Name:** American History 11 1877-Present

**Unit Name:** Unit 5

**Time Frame:** 9 days

<b>Unit Standards</b>	<ul style="list-style-type: none"> <li>• <b>ACT Quality Core:</b> <ul style="list-style-type: none"> <li>○ D1e: Identify and explain the economic factors that contributed to the stock market crash of 1929 and the Great Depression</li> <li>○ D1f: Explain the economic, environmental, and social impact of the Great Depression on American society</li> <li>○ D1g: Evaluate the impact of the New Deal on Various elements of American society (e.g. social, political, environmental, economic)</li> </ul> </li> <li>• <b>Alabama Course of Study:</b> <ul style="list-style-type: none"> <li>▪ Analyzing radio, movies, newspapers, and popular magazines for their impact on the creation of mass culture</li> <li>▪ Determining the relationship between technological innovations and the creation of increased leisure time</li> <li>○ Describe social and economic conditions from the 1920s through the Great Depression regarding factors leading to a deepening crisis, including the collapse of the farming economy and the stock market crash of 1929. <ul style="list-style-type: none"> <li>▪ Assessing effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis</li> <li>▪ Describing the impact of the Smoot-Hawley Tariff Act on the global economy and the resulting worldwide depression</li> <li>▪ Identifying notable authors of the 1920s, including John Steinbeck, William Faulkner, and Zora Neale Hurston</li> <li>▪ Analyzing the Great Depression for its impact on the American family</li> </ul> </li> <li>○ Explain strengths and weaknesses of the New Deal in managing problems of the Great Depression through relief, recovery, and reform programs, including the Tennessee Valley Authority (TVA), the Works Progress Administration (WPA), the Civilian Conservation Corps (CCC), and the Social Security Act. <ul style="list-style-type: none"> <li>▪ Analyzing conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression</li> </ul> </li> </ul> </li> </ul>
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<b>Unit Essential Questions</b>	<ol style="list-style-type: none"> <li>1. The Great Depression and New Deal led to the expectation of government intervention to maintain the economic stability of the nation.</li> <li>2. Between World War II and 1960, the New Deal philosophy that the government was a legitimate agent of social welfare became firmly embedded in the American mind.</li> </ol>
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<b>Unit Essential Vocabulary</b>	<ol style="list-style-type: none"> <li>1. stock market</li> <li>2. bull market</li> <li>3. margin</li> <li>4. margin call</li> <li>5. speculation</li> <li>6. installment</li> <li>7. bailiff</li> <li>8. shantytown</li> <li>9. Hooverville</li> <li>10. hobo</li> <li>11. Dust Bowl</li> <li>12. soap Opera</li> </ol>
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	13. public works 14. relief 15. foreclose 16. gold standard 17. fireside chats 18. deficit spending 19. binding arbitration 20. sit-down strike 21. Social Security Act 22. broker state 23. safety net 24. price support 25. credit 26. soup kitchen 27. direct relief 28. parity
<b>Resources</b>	Textbook Interactives Simulations Video/ Video Clips Guided Reading Supreme Court Cases Writing Prompts
<b>Assessment(s)</b>	Section quizzes Vocab quizzes Unit Test



# Jasper City Schools Curriculum Map

## American History-11<sup>th</sup> Grade

**Course Name:** American History 11 1877-Present

**Unit Name:** Unit 6

**Time Frame:** 8 days

**Unit Standards**

### ACT Quality Core:

- E. 1a: Describe circumstances at home and abroad prior to U.S. involvement in WWII
- E. 1b: Identify the significant military and political aspects of WWII
- E. 1c: Analyze dimensions of the Holocaust and the Allies responses to the Holocaust and war crimes
- E.1d: Evaluate the social, political, and economic impacts of WWII on the home front
- E.1e: Identify and evaluate the scientific and technological developments in American during and after WWII
- E.1f: Analyze the social, cultural, and economic changes at the onset of Cold War Era
- E.2d: Evaluate the impact of changes in the national economy on contemporary American Society

### Alabama Course of Study:

1. Summarize events leading to World War II, including the militarization of the Rhineland, Germany's seizure of Austria and Czechoslovakia, Japan's invasion of China, and the Rape of Nanjing.
  - a. Analyzing the impact of fascism, Nazism, and communism on growing conflicts in Europe
  - b. Explaining the isolationist debate as it evolved from the 1920s to the bombing of Pearl Harbor and the subsequent change in United States' foreign policy
  - c. Identifying roles of significant World War II leaders
    - i. Examples: Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, George S. Patton, Sir Winston Churchill, Bernard Montgomery, Joseph Stalin, Benito Mussolini, Emperor Hirohito, Hedeki Tōjō, Erwin Rommel, Adolf Hitler
  - d. Evaluating the impact of the Munich Pact and the failed British policy of appeasement resulting in the invasion of Poland
2. Describe the significance of major battles, events, and consequences of World War II campaigns, including North Africa, Midway, Normandy, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam Conferences.
  - a. Locating on a map or globe the major battles of World War II and the extent of the Allied and Axis territorial expansion
  - b. Describing military strategies of World War II, including blitzkrieg, island-hopping, and amphibious landings
  - c. Explaining reasons for and results of dropping atomic bombs on Japan
  - d. Explaining events and consequences of war crimes committed during World War II, including the Holocaust, the Bataan Death March, the Nuremberg Trials, the post-war Universal Declaration of Human Rights, and the Genocide Convention
3. Describe the impact of World War II on the lives of American citizens, including wartime economic measures, population shifts, growth in the middle class, growth of industrialization, advancements in science and technology, increased wealth in the African-American community, racial and ethnic tensions, the G. I. Bill of Rights of 1944, and desegregation of the military.
  - a. Describing Alabama's participation in World War II, including the role of the Tuskegee Airmen, the Aliceville Prisoner of War (POW) camp, growth of the Port of Mobile, production of Birmingham steel, and the establishment of military bases

**Unit Essential Questions**

1. The end of WWI and the difficult economic times of the Great Depression led to a rise of dictatorships in Europe and Asia.
2. America's involvement in WWII was instrumental in the allied victory.

**Unit Essential Vocabulary**

1. Fascism
2. Internationalism
3. Appeasement

	<ul style="list-style-type: none"> <li>4. Blitzkrieg</li> <li>5. Holocaust</li> <li>6. Concentration camp</li> <li>7. Extermination camp</li> <li>8. Hemispheric defense zone</li> <li>9. Strategic materials</li> <li>10. Cost plus</li> <li>11. Liberty ship</li> <li>12. Disfranchise</li> <li>13. Periphery</li> <li>14. Convoy system</li> <li>15. Sun belt</li> <li>16. Rationing</li> <li>17. Victory garden</li> <li>18. Amtrak</li> <li>19. Kamikaze</li> <li>20. Hedgerow</li> <li>21. Napalm</li> <li>22. Charter</li> <li>23. Totalitarian</li> <li>24. Nazism</li> <li>25. Genocide</li> <li>26. Ghetto</li> <li>27. Internment</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Interactives</li> <li>Simulations</li> <li>Video/ Video Clips</li> <li>Guided Reading</li> <li>Supreme Court Cases</li> <li>Writing Prompts</li> </ul>
<b>Assessment(s)</b>	<ul style="list-style-type: none"> <li>Section quizzes</li> <li>Vocab quizzes</li> <li>Unit Test</li> </ul>

# Jasper City Schools Curriculum Map

## American History-11<sup>th</sup> Grade

**Course Name:** American History 11 1877-Present

**Unit Name:** Unit 7

**Time Frame:** 10 days

### Unit Standards

#### ACT Quality Core:

- E.1e Identify and evaluate the scientific and technological developments in America during and after WWII
- E.1f Analyze the social, cultural, and economic changes at the onset of the Cold War Era.
- E.1g Analyze the origins of the Cold War, foreign policy developments, and major events of the administrations from Truman to present.
- E.2a Analyze major domestic issues and responses of the administrations from Truman to present
- E.2b Evaluate the impact of innovations in technology and communications on American society.

#### Alabama Course of Study:

1. Describe the international role of the United States from 1945 through 1960 relative to the Truman Doctrine, the Marshall Plan, the Berlin Blockade, and the North Atlantic Treaty Organization (NATO).
  - a. Describing Cold War policies and issues, the domino theory, McCarthyism, and their consequences, including the institution of loyalty oaths under Harry S. Truman, the Alger Hiss case, the House Un-American Activities Committee, and the execution of Julius and Ethel Rosenberg
  - b. Locating areas of conflict during the Cold War from 1945 to 1960, including East and West Germany, Hungary, Poland, Cuba, Korea, and China
2. Describe changing social and cultural conditions in the United States during the 1950s, 1960s, and 1970s.

### Unit Essential Questions

1. Between WWII and 1960, the New Deal philosophy that the government was a legitimate agent of social welfare became firmly embedded in the American mind.
2. The Cold War led the US to pursue an ambivalent policy of confrontation, negotiation, and preventative maintenance between 1945 and 1970
3. Technological developments between 1950 and 2000 radically altered the economic, social, and moral fiber of the nation.

### Unit Essential Vocabulary

1. Cold war
2. Iron Curtain
3. Containment
4. Limited war
5. Subversion
6. Perjury
7. Censure
8. Fallout
9. Fallout shelter
10. Massive retaliation
11. Brinkmanship
12. Covert
13. Developing nation
14. Military-industrial complex
15. Closed shop
16. Right-to-work



	17. Union shop 18. Featherbedding 19. Dynamic conservatism 20. White-collar 21. Blue-collar 22. Multinational corporation 23. Franchise 24. Baby boom 25. Generation gap 26. Poverty line 27. Urban renewal 28. Termination policy 29. Juvenile delinquency 30. Satellite nation 31. Blacklist 32. H-bomb 33. Suburb 34. Conglomerate 35. Consumerism 36. Beat movement 37. Rock n' roll 38. jazz
<b>Resources</b>	Textbook Interactives Simulations Video/ Video Clips Guided Reading Supreme Court Cases Writing Prompts
<b>Assessment(s)</b>  <b>Assessment Data:</b>	Section quizzes Vocab quizzes Unit Test

# Jasper City Schools Curriculum Map

## American History-11<sup>th</sup> Grade

**Course Name:** American History 11 1877-Present

**Unit Name:** Unit 8

**Time Frame:** 9 days

**Unit Standards**

### ACT Quality Core:

- E.1e Identify and evaluate the scientific and technological developments in America during and after WWII
- E.1f Analyze the social, cultural, and economic changes at the onset of the Cold War Era.
- E.1g Analyze the origins of the Cold War, foreign policy developments, and major events of the administrations from Truman to present.
- E.1h Describe and evaluate the political and social impact of the Vietnam War.
- E.2a Analyze major domestic issues and responses of the administrations from Truman to present
- E.2b Evaluate the impact of innovations in technology and communications on American society.
- E. 2c Identify the events and influential individuals of the civil rights, human rights, and counterculture movements and assess their impact.

### Alabama Course of Study:

1. Describe major initiatives of the John F. Kennedy and Lyndon B. Johnson Administrations.
  - a. Describing Alabama's role in the space program under the New Frontier
  - b. Describing major foreign events and issues of the John F. Kennedy Administration, including construction of the Berlin Wall, the Bay of Pigs invasion, and the Cuban missile crisis
2. Trace events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the March on Washington, Freedom Rides, the Sixteenth Street Baptist Church bombing, and the Selma-to-Montgomery March.
  - a. Tracing the federal government's involvement in the modern Civil Rights Movement, including the abolition of the poll tax, the nationalization of state militias, Brown versus Board of Education in 1954, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965
  - b. Explaining contributions of individuals and groups to the modern Civil Rights Movement, including Martin Luther King, Jr.; James Meredith; Medgar Evers; Thurgood Marshall; the Southern Christian Leadership Conference (SCLC); the Student Nonviolent Coordinating Committee (SNCC); the Congress of Racial Equality (CORE); the National Association for the Advancement of Colored People (NAACP); and the civil rights foot soldiers
3. Describe changing social and cultural conditions in the United States during the 1950s, 1960s, and 1970s

**Unit Essential Questions**

1. Leaders of the 1960s used the new entrenched expectation of government intervention in the economy and society to propose new ideas and reforms.
2. The Cold War led the US to pursue an ambivalent policy of confrontation, negotiation, and preventative maintenance between 1945 and 1970
3. Disillusionment with the increasingly violent protest of the 1960s led to the entrenchment of conservative ideology between 1945-1992
4. Technological developments between 1950 and 2000 radically altered the economic, social, and moral fiber of the nation.

**Unit Essential Vocabulary**

1. Missile gap
2. Reapportionment
3. Due process
4. Flexible response
5. Space race
6. Consensus

	<ul style="list-style-type: none"> <li>7. War on poverty</li> <li>8. Separate-but-equal</li> <li>9. De facto segregation</li> <li>10. Sit-in</li> <li>11. Freedom Riders</li> <li>12. Filibuster</li> <li>13. Cloture</li> <li>14. Poll tax</li> <li>15. Racism</li> <li>16. Black power</li> <li>17. Hot line</li> <li>18. De facto segregation</li> <li>19. De jure segregation</li> <li>20. Affirmative action</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Interactives</li> <li>Simulations</li> <li>Video/ Video Clips</li> <li>Guided Reading</li> <li>Supreme Court Cases</li> <li>Writing Prompts</li> </ul>
<b>Assessment(s)</b>	<ul style="list-style-type: none"> <li>Section quizzes</li> <li>Vocab quizzes</li> <li>Unit Test</li> </ul>



# Jasper City Schools Curriculum Map

## American History-11<sup>th</sup> Grade

**Course Name:** American History 11 1877-Present

**Unit Name:** Unit 9

**Time Frame:** 7 days

<b>Unit Standards</b>	<p><b>ACT Quality Core:</b></p> <ul style="list-style-type: none"> <li>• E.1e Identify and evaluate the scientific and technological developments in America during and after WWII</li> <li>• E.1g Analyze the origins of the Cold War, foreign policy developments, and major events of the administrations from Truman to present.</li> <li>• E.1h Describe and evaluate the political and social impact of the Vietnam War.</li> <li>• E.2a Analyze major domestic issues and responses of the administrations from Truman to present</li> <li>• E.2b Evaluate the impact of innovations in technology and communications on American society.</li> <li>• E. 2c Identify the events and influential individuals of the civil rights, human rights, and counterculture movements and assess their impact.</li> </ul> <p><b>Alabama Course of Study:</b></p> <ol style="list-style-type: none"> <li>1. Describe significant foreign and domestic issues of presidential administrations from Richard M. Nixon to the present.               <ol style="list-style-type: none"> <li>a. Examples: Nixon's policy of détente; Cambodia; Watergate scandal; pardon of Nixon; Iranian hostage situation; Reaganomics; Libyan crisis; end of the Cold War; Persian Gulf War; impeachment trial of William "Bill" Clinton; terrorist attack of September 11, 2001; Operation Iraqi Freedom; war in Afghanistan; election of the first African-American president, Barack Obama</li> </ol> </li> <li>2. Describe changing social and cultural conditions in the United States during the 1950s, 1960s, and 1970s</li> <li>3. Trace the course of the involvement of the United States in Vietnam from the 1950s to 1975, including the Battle of Dien Bien Phu, the Gulf of Tonkin Resolution, the Tet Offensive, destabilization of Laos, secret bombings of Cambodia, and the fall of Saigon.               <ol style="list-style-type: none"> <li>a. Locating on a map or globe the divisions of Vietnam, the Ho Chi Minh Trail, and major battle sites</li> <li>b. Describing the creation of North and South Vietnam</li> </ol> </li> </ol>
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<b>Unit Essential Questions</b>	<ol style="list-style-type: none"> <li>1. Disillusionment with the increasingly violent protest of the 1960s led to the entrenchment of conservative ideology between 1945-1992</li> <li>2. Technological developments between 1950 and 2000 radically altered the economic, social, and moral fiber of the nation.</li> </ol>
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<b>Unit Essential Vocabulary</b>	<ol style="list-style-type: none"> <li>1. Domino theory</li> <li>2. Guerrilla</li> <li>3. Vietcong</li> <li>4. Napalm</li> <li>5. Credibility gap</li> <li>6. Teach-in</li> <li>7. Dove</li> <li>8. Hawk</li> <li>9. Linkage</li> <li>10. Vietnamization</li> <li>11. Vietminh</li> <li>12. Draft</li> <li>13. New Left</li> <li>14. Silent majority</li> </ol>
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<b>Resources</b>	<p>Textbook                      Guided Reading</p> <p>Interactives                  Supreme Court Cases</p> <p>Simulations                  Writing Prompts</p> <p>Video/ Video Clips</p>
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<b>Assessment(s)</b>	<p>Section quizzes</p> <p>Vocab quizzes</p> <p>Unit Test</p>
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