

# American Studies: America Encounters New Challenges

| Stage 1 Desired Results                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                            |
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| <p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to analyze historical evidence in order to evaluate the influence and impact of perspective.</li> <li>Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time.</li> <li>Students will demonstrate the ability to synthesize from multiple interpretations and perspectives in order to analyze its overall structure and meaning.</li> <li>Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action.</li> <li>Students will demonstrate the ability to communicate information, ensuring that the most significant and relevant facts build upon one another, in order to share new knowledge.</li> <li>Students will demonstrate the ability to narrate a story by building a particular tone and outcome in order to develop real or imagined experiences.</li> <li>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul> <p><u>Content Standards:</u></p> <ul style="list-style-type: none"> <li>RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</li> <li>RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</li> <li>RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</li> <li>RL.11-12.5 Analyze how an author's choices concerning how to</li> </ul> | <b>Transfer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                            |
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| <p>structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <ul style="list-style-type: none"> <li>• RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</li> <li>• RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</li> <li>• RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</li> <li>• RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>• RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</li> <li>• RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li> <li>• RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</li> <li>• RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</li> <li>• RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</li> <li>• RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</li> <li>• W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>• W.11-12.3 Write narratives to develop real or imagined</li> </ul> | <p>appropriate style and structure for an audience and is strengthened through revision and technology</p> <ul style="list-style-type: none"> <li>• writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</li> </ul> | <div> <div>Acquisition</div> <div> <div>Students will know...</div> <ul style="list-style-type: none"> <li>• that 20th century American literature depicts the ongoing struggles American soldiers faced, both at home and overseas, during the Vietnam War. It also depicts the changing American perspective during a time of war.</li> <li>• that, over time, changes within society reflect significant shifts in technology, norms, beliefs, morals, and social issues.</li> <li>• that the postmodernism era includes skeptical interpretations of culture, literature, art, and other disciplines.</li> <li>• that Lyndon B. Johnson drove the most ambitious legislative agenda through Congress since the New Deal.</li> <li>• that African Americans used strong organization and nonviolent tactics to confront the South's policies of segregation and racial inequality.</li> <li>• that America slowly involved itself in the Vietnam War as it sought to halt the spread of Communism.</li> <li>• that an antiwar movement emerged in the United States, pitting those who opposed the government's war policy against those who supported it.</li> <li>• that Richard Nixon's election paved the way for the US involvement in Vietnam but his war policies created more nationwide division.</li> <li>• that movements such as the feminist and Native American equality movement emerged during the 1960s in an effort to improve status and opportunity.</li> <li>• that groups of disillusioned youths shunned the social activism of the times and chose, instead, to "drop out" of society and establish their own way of life.</li> <li>• that, when Richard Nixon took office as president,</li> </ul> </div> <div> <div>Students will be skilled at...</div> <ul style="list-style-type: none"> <li>• selecting textual evidence based on evaluation of its strength, completeness, and relevance to the analysis of a literary text.</li> <li>• using a critical lens (e.g., philosophical, biographical) or secondary sources to interpret a literary text and draw conclusions about the text's meaning and/or significance.</li> <li>• analyzing how themes develop and how multiple themes interact.</li> <li>• objectively summarizing how themes interact and build on one another in a complex literary text.</li> <li>• analyzing development of characters as revealed through different means such as the use of narration, dialogue, archetypes, and character foils, and analyze the impact of the author's choices about characters such as how to introduce or develop them.</li> <li>• analyzing characters' depth and contribution to the narrative, and evaluate whether the characters' portrayal affects the quality of a literary work.</li> <li>• analyzing how the author's plot choices give insight to the meaning, theme, or message of the text.</li> <li>• analyzing the impact of the author's choices about setting (e.g., how does the setting enable, focus, enhance or restrict the possibilities of the narrative?)</li> <li>• applying appropriate strategies with sophistication and independence including a broad array of context clues such as conjunctive and subordinate clauses, a variety of general or specialized reference material, and knowledge of etymology to determine, clarify, or gain greater understanding of the correct usage and nuances in meanings of general academic words and phrases in grade-appropriate literary texts.</li> </ul> </div> </div> |
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| <p>experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> <li>His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> <li>His.2.9-12. Analyze change and continuity in historical eras.</li> <li>His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</li> <li>His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</li> <li>His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.</li> <li>His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</li> <li>His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.</li> <li>His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</li> <li>His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.</li> <li>His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</li> <li>His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</li> <li>His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</li> <li>His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.</li> <li>His.14.9-12. Analyze multiple and complex causes and effects of events in the past.</li> <li>His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.</li> <li>His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</li> <li>His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.</li> </ul> | <p>he halted the growth of federal power and the changing of foreign policy.</p> <ul style="list-style-type: none"> <li>that the Watergate Scandal was one of the most serious constitutional crises in US History.</li> <li>that the domestic and foreign policies of the Ford and Carter Administrations were unable to fix the growing economic problems in the United States.</li> <li>that a growing conservatism brought Ronald Reagan and George Bush into the presidency.</li> <li>that Reagan's and Bush's policies changed the American economy, forced the transformation of American society, and reshaped the world.</li> <li>that President Bill Clinton locked horns with a Republican Congress, reflecting the heated national debate over the country's direction.</li> <li>that the 21st Century is marked by both opportunity and challenges.</li> <li>that the shift to a global economy affected American economic life.</li> <li>that the end of the Cold War affected American foreign policy.</li> <li>that the terrorist attacks of September 11, 2001 impacted America's role in the world.</li> <li>that the debates over climate change and energy policy affected broader social and political movements.</li> <li>that technological and scientific innovations in areas such as electronics, biology, medicine, and communications affected society, popular culture, and public discourse.</li> <li>that a more demographically diverse population shaped popular culture.</li> <li>that the role of both women and minorities in the government has changed the national political landscape.</li> <li>that social media has increased the accessibility of our president and government officials to the general public.</li> <li>of the following key players, places, events, and/or ideas <ul style="list-style-type: none"> <li>Vietcong, Ho Chi Minh Trail, Tet Offensive, Robert Kennedy, George Wallace, Pentagon Papers, Henry Kissinger, Woodstock, Richard</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>evaluating the cumulative connotative impact of a word or phrase on meaning and tone over the course of a literary text.</li> <li>analyzing how an author's word choices (e.g., imagery, figurative language, word play with multiple-meaning words, and other devices) are used in literary text to create a response (e.g., emotional, intellectual in the reader as well as to contribute to the meaning and aesthetic quality of the text.</li> <li>analyzing complex text with an unconventional organization structure (e.g., reverse chronology) to determine how the author's choices impact the text as a whole.</li> <li>analyzing how structural choices made from parts of a text (e.g., story beginning in medias res or having a comedic or tragic resolution; the final quatrain of a villanelle) affect the work's overall meaning and aesthetics.</li> <li>analyzing how the author develops the narrator's or character's point of view, and explain how the author's viewpoint differs from the narrator's or speaker's (e.g., unreliable narrator, irony)</li> <li>comparing and contrast multiple interpretations of a story, drama, or poem, analyzing and evaluating how each version interprets the source text (e.g., discuss the similarities and differences between Kenneth Branagh's and Frank Zeffirelli's interpretations of Hamlet)</li> <li>comparing and contrasting the ideas or themes in literary texts (e.g., foundational works of American literature to the cultural, political, intellectual, and social influences of their time, and analyze how social factors of the historical period affect works of fiction.</li> <li>selecting textual evidence based on evaluation of its strength, completeness, and relevance to the analysis of an informational text, noting where the text leaves matters uncertain.</li> <li>drawing conclusions about the meaning and significance of an informational text based on analysis and evaluation of evidence from the text or from secondary sources to support conclusions.</li> </ul> |
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| <ul style="list-style-type: none"> <li>• Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</li> <li>• Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</li> <li>• Eco.14.9-12. Analyze the role of comparative advantage in international trade of goods and services.</li> <li>• Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.</li> <li>• Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</li> <li>• Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</li> <li>• Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</li> <li>• Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</li> <li>• D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> <li>• D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</li> <li>• D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</li> </ul> | <p>M. Nixon, Family Assistance Plan, OPEC, Salt I Treaty, Watergate, Saturday Night Massacre, Gerald R. Ford, Jimmy Carter, National Energy Act, Camp David Accords, Ayatollah Khomeini, Rachel Carson, Earth Day, EPA, Three Mile Island, Ronald Reagan, New Right, George H. Bush, Reaganomics, Sandra Day O'Connor, William Rehnquist, Geraldine Ferraro, AIDS, Jesse Jackson, Mikhail Gorbachev, Glasnost, Perestroika, Sandinista, Contras, Operation Desert Storm, Bill Clinton, Hilary Rodham Clinton, NAFTA, Newt Gingrich, Bill Gates, GATT, Telecommunications Act, 9/11, Columbine, Sandy Hook, Patriot Act, George W. Bush, Osama Bin Laden, Sadaam Hussein, Taliban, Al-Qaeda, War on Terrorism, Homeland Security, The Twin Towers, Barrak Obama, Muslim</p> <p><u>vocabulary:</u> search-and-destroy mission, dove, hawk, counterculture, baby boomer, napalm, agent orange, revenue sharing, stagflation, realpolitik, détente, human rights, environmentalists, entitlement program, reverse discrimination, conservation coalition, moral majority, supply-side economics, strategic defense initiative, trade imbalance, pay equity, affirmative action, service sector, downsize, information superhighway, magnetic resonance imaging, genetic engineering, urban flight, telecommute, terrorism, outsourcing, globalization, jihad, umma, extremist</p> | <ul style="list-style-type: none"> <li>• summarizing a complex informational text objectively and accurately, making clear the relationships between key details and central ideas.</li> <li>• analyzing summaries of grade-level or higher informational texts to determine the main ideas and identify relevant details (e.g., analyze an abstract to determine if an article will be useful).</li> <li>• analyzing the development of multiple central ideas in an informational text.</li> <li>• explaining and interpret the thesis or central idea of a complex informational or technical text and how it is supported and developed.</li> <li>• analyzing a complex set of ideas or sequence of events to explain relationships including how ideas, individuals, or events interact and develop (e.g., contributing factors, degrees of influence).</li> <li>• applying appropriate strategies with sophistication and independence including a broad array of context clues such as conjunctive and subordinate clauses, a variety of general or specialized reference material, and knowledge of etymology to determine, clarify or gain greater understanding of the correct usage and nuances in meaning of general academic and content-area-specific words and phrases in grade appropriate informational texts.</li> <li>• evaluating the cumulative connotative impact of a word or phrase on the meaning and tone over the course of an informational text.</li> <li>• analyzing an author's use of language including how an author uses and refines the meaning of key terms over the course of an informational text (e.g., faction in Federalist No. 10).</li> <li>• analyzing how the author's style, tone, diction, and rhetorical devices further or detract from the author's purpose or viewpoint.</li> <li>• analyzing how the author uses language to achieve aesthetic and rhetorical effects (e.g., an appeal to pathos through a particular image).</li> <li>• analyzing an author's values, beliefs, and assumptions (e.g., philosophical, political), which may be directly stated or implied.</li> <li>• analyzing the use of persuasive techniques and rhetorical devices, evaluate how they might affect</li> </ul> |
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|  |  | <p>the reader, and recognize when techniques are misused. analyzing and critique how the author's use of language, organizational structures, techniques, and rhetorical devices further or detract from the author's purpose or viewpoint.</p> <ul style="list-style-type: none"> <li>• analyzing and evaluate supported and unsupported opinions, assertions, and inferences in a text, understanding that assertions or claims are not considered facts even if based on evidence.</li> <li>• delineating and evaluate an argument's validity, impact, logic, evidence, completeness, response to counterarguments, and general appeal, citing evidence from the text.</li> <li>• analyzing and evaluating multiple sources of information presented in different formats and apply findings toward answering discipline-specific questions and solving problems.</li> <li>• analyzing different forms of argument such as argument by analogy, causation, authority, emotion and logic.</li> <li>• analyzing use of logical fallacies (e.g., appeals to pity or common opinion, personal attack, doublespeak, false dichotomy, false causality, red herring, straw man, false assumption, caricature, loaded terms, leading questions, overgeneralization, bandwagon effect, non sequitur, circular logic, hasty generalization) in arguments, persuasive material, and formal and informal debates; analyze their effects on the text and reader; and explain why fallacies are not valid forms of reasoning.</li> <li>• writing informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>• writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>• producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• developing and strengthening writing as needed by</li> </ul> |
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|                                        |  | <p>planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <ul style="list-style-type: none"> <li>• using technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> <li>• evaluating the context in which historical events occurred.</li> <li>• analyzing change and continuity over time.</li> <li>• analyzing cause and effect relationships.</li> <li>• analyzing the factors that influence the changing perspectives of people throughout time.</li> <li>• analyzing the influence of context on perspective.</li> <li>• analyzing the influence of perspective on the historical record.</li> <li>• explaining how present perspectives influence interpretations of history.</li> <li>• analyzing the limitations and usefulness of historical sources</li> <li>• analyzing the relationship between primary and secondary sources.</li> <li>• evaluating the limitations of primary and secondary sources.</li> <li>• taking informed action.</li> </ul> |
| <b>Content Area Literacy Standards</b> |  | <b>21<sup>st</sup> Century Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <i>not applicable</i>                  |  | <ul style="list-style-type: none"> <li>• <i>reason effectively</i></li> <li>• <i>work creatively with others</i></li> <li>• <i>collaborate with others</i></li> <li>• <i>access and evaluate information</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| Stage 2 - Evidence         |                            |
|----------------------------|----------------------------|
| <i>Evaluative Criteria</i> | <i>Assessment Evidence</i> |
|                            | PERFORMANCE TASK(S):       |
|                            | OTHER EVIDENCE:            |

| Stage 3 – Learning Plan                                      |                                                              |
|--------------------------------------------------------------|--------------------------------------------------------------|
| Summary of Key Learning Events and Instruction               |                                                              |
| <i>Language Arts Integration</i>                             | <i>Mathematics Integration</i>                               |
| <ul style="list-style-type: none"> <li>1.OA.1 Use</li> </ul> | <ul style="list-style-type: none"> <li>1.OA.1 Use</li> </ul> |
| <i>Technology Integration</i>                                | <i>District Materials</i>                                    |
| <ul style="list-style-type: none"> <li>1.OA.1 Use</li> </ul> |                                                              |