



Hamburg Area School District

Course Guide

Name:	American Cultures PS
Grade(s):	11
Length:	<i>Place an X next to the correct option</i>
X	Full-Year (180 Sessions)
	Semester (90 Sessions)
	Quarter (45 Sessions)
	Other (Specify):
Text:	<i>The American Vision: Modern Times</i>
Date Approved or Updated:	2020-2021

Description: This course is a chronological survey of the major political, social, and economic, events that have impacted the development of the United States from 1898 to the present day. The course places emphasis on relating past events to current issues that are affecting shaping life in our society. Where appropriate, this course pursues, in detail, topics that contribute to the state of the culture in which we currently exist such as: war (civil and international), immigration, economic disruptions, industrialization and globalization, media influence, political confrontation, and social movements.

**Hamburg Area School District
Course Plan
American Cultures**

**Course Name: American Cultures PS
Unit: Spanish-American War**

Time Line: 1 Cycle

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary:
What were the causes of the Spanish-American War? Was the United States justified in its decision to declare war on Spain?	Students will be able to list and analyze the causes of the Spanish-American War.	8.1.12.A 8.1.U.A	Yellow journalism, jingoism, guerrilla warfare, blockade
What were the major outcomes of the Spanish-American War? How did America expand its global reach and influence after the war?	Students will be able to list and locate the colonial possessions seized by America at the end of the Spanish American War.	8.1.12.C 8.3.12.D 8.1.U.A 8.3.U.D	Protectorate, autonomy, Platt Amendment, Foraker Act
Who were some key figures in America at the time of the Spanish-American War? How did these individuals have a lasting impact on United States history?	Students will be able to identify and describe Theodore Roosevelt, Alfred T. Mahan, and William McKinley.	8.3.12.A 8.3.U.A	Roosevelt Corollary, Great White Fleet, Panama Canal
What is imperialism? How was Imperialism driven by eugenics and racism? Why did the United States promote an "Open-Door Policy" in China? Should the empire built by the U.S. be viewed with pride or disgust?	Students will be able to define the term imperialism. Students will be able to analyze American imperialism at the turn of the 20 th Century.	8.3.12.C. 8.3.12.D 8.3.U.D	Imperialism, sphere of influence, Anglo-Saxonism, eugenics, "Open-Door Policy"

**Hamburg Area School District
Course Plan
American Cultures**

**Course Name: American Cultures PS
Unit: Progressivism**

Time Line: 2 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
<p>What major impacts did the Presidency of Theodore Roosevelt have on the United States of America? How did Roosevelt's time in office revolutionize the role of the Presidency and the influence of the United States around the world?</p>	<p>Students will be able to identify and analyze the major impacts of Theodore Roosevelt's Presidency, such as the Panama Canal and trust busting.</p>	<p>8.1.12.A. 8.1.12.C. 8.2.12.A. 8.2.12.C. 8.1.U.A 8.1.U.C</p>	<p>Domestic policy, foreign policy, New Nationalism, the Square Deal</p>
<p>What was the Progressive Movement? How did the Progressives ultimately change America? Why do the Progressives represent a massive shift in U.S. economic history?</p>	<p>Students will be able to identify and analyze the impact of the Progressives on the United States of America.</p>	<p>8.1.12.A. 8.1.12.C. 8.2.12.A. 8.2.12.C. 8.1.U.A 8.1.U.C</p>	<p>Laissez-faire capitalism, progressivism, monopolies, industrial revolution, muckraking journalism, tenements</p>
<p>What major impacts did the Presidency of William Taft on the United States of America? Should Taft's Presidency be considered a success or failure?</p>	<p>Students will be able to identify and analyze the major impacts of William Taft's Presidency, such trust busting.</p>	<p>8.1.12.A. 8.1.12.C. 8.2.12.A. 8.2.12.C. 8.1.U.A 8.1.U.C</p>	<p>Trustbuster, dollar diplomacy, 16th Amendment</p>
<p>Why was the election of 1912 a turning point in American history? What major impacts did the Presidency of Woodrow Wilson have on the United States of America?</p>	<p>Students will be able to identify and analyze the election of 1912. Students will be able to identify and analyze the major impacts Woodrow Wilson's first Presidency, such as Tariff Reduction and Bank Reform.</p>	<p>8.1.12.A. 8.1.12.C. 8.2.12.A. 8.2.12.C. 8.1.U.A 8.1.U.C</p>	<p>Bull-Moose (Progressive) Party, Underwood tariff, Clayton Anti-Trust Act, Federal Reserve Act, 17th Amendment</p>

**Hamburg Area School District
Course Plan
American Cultures**

**Course Name: American Cultures PS
Unit: World War I**

Time Line: 3 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
What were the major causes of World War? Was World War I in an avoidable conflict?	Students will be able to identify and analyze alliances, competition over colonies, militarism, nationalism, and the cult of the offensive as the five major causes of World War I.	8.1.12.A 8.1.12.C 8.1.U.A 8.1.U.C	Militarism, nationalism, Schlieffen Plan, cult of the offensive, Triple Entente, Central Powers
What is trench warfare? What technological inventions caused trench warfare to develop? Why was trench warfare so deadly?	Students will be able to identify, describe, and analyze the conditions of Trench Warfare.	8.3.12.C	Trench warfare, No-Man's Land
What were the causes for U.S. entry into World War I? Was U.S. entry justified? What were the Espionage and Sedition Acts? How are they important in American History?	Students will be able to identify and analyze the reasons for U.S. entry into World War I. Students will be able to identify and analyze how Espionage and Sedition Acts on American History and Committee of Public Information were used to generate support for the war.	8.1.12.C 8.3.12.A 8.3.12.D 8.1.U.C 8.3.U.A 8.C.U.D	Zimmerman telegram, unrestricted submarine warfare, Espionage and Sedition Acts, propaganda, draft, convoy, Committee on Public Information, victory garden
What was the Treaty of Versailles? Was the Treaty a fair settlement to World War I?	Students will be able to identify the major conditions of the Treaty of Versailles. Students will also be able to analyze how the Treaty of Versailles led directly to World War II and the current conflict in the Middle East.	8.1.12.B 8.1.12.C 8.3.12.B 8.1.U.B 8.1.U.C 8.3.U.B	Armistice, reparations, 14 Points, Treaty of Versailles, League of Nations, National-Self Determination
What major factors led to a Red Scare inside the United States at the end of World War I? Was this fear of communism justified? Is the fear of communism after World War comparable to the fear of terrorism today?	Students will be able to identify and analyze the major factors that caused the Red Scare after World War I. Students will be able to draw comparisons with the Red Scare (1919-1921) and the situation with terrorism today.	8.1.12.B 8.1.12.C 8.3.12.B 8.1.U.B 8.1.U.C 8.3.U.B	Communism, Red Scare, Federal Bureau of Investigation, Palmer Raids

**Hamburg Area School District
Course Plan
American Cultures**

**Course Name: American Cultures PS
Unit: 1920s**

Time Line: 3 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
<p>What were the major intended and unintended consequences of the 18th and 19th Amendments to the United States Constitution?</p>	<p>Students will be able to identify the 18th Amendment as starting Prohibition in the United States. Students will be able to identify the 19th Amendment as giving women the right to vote in the United States.</p>	<p>8.1.12.B. 8.3.12.B 8.3.12.C 8.3.12.D 8.1.U.B 8.3.U.B 8.3.U.D</p>	<p>18th Amendment, 19th Amendment, fundamentalist Protestantism, flapper, jazz music, 21st Amendment</p>
<p>What was the Teapot Dome Scandal and how did it effect the Presidency of Warren G. Harding? Should President Harding be held responsible for all of the scandals of his cabinet?</p>	<p>Students will be able to identify the Teapot Dome Scandal. Students will also be able to analyze how the scandal affected the Presidency of Warren G. Harding.</p>	<p>8.1.12.A 8.1.12.C 8.3.12A 8.1.U.A 8.1.U.C 8.3.U.A</p>	<p>Teapot Dome scandal, Ohio gang</p>
<p>What major impacts did the Presidencies of Warren G. Harding and Calvin Coolidge have on the United States?</p>	<p>Students will be able to identify and analyze the major impacts of the Presidencies of Harding and Coolidge on the United States.</p>	<p>8.1.12.A. 8.1.12.C. 8.2.12.A. 8.2.12.C. 8.1.U.A 8.1.U.C</p>	<p>Great Migration, Harlem Renaissance, isolationism</p>
<p>How did the economic policies of President Coolidge and Andrew Mellon effect the United States during the 1920s? How are their economic policies still popular with the Republican Party today?</p>	<p>Students will be able to identify the theory of supply side economics and analyze its impact on the economy.</p>	<p>8.1.12.A. 8.1.U.A</p>	<p>Model T, assembly line, supply-side economics, gross domestic product (GDP)</p>
<p>How did the “Noble Experiment” of Prohibition lead to the rise of speakeasies and organized crime in American Society?</p>	<p>Students will be able to identify organized crime as a lasting impact of Prohibition.</p>	<p>8.3.12.A 8.3.12.C 8.3.U.A 8.3.U.C</p>	<p>Prohibition, Volstead Act, organized crime, speakeasy</p>

**Hamburg Area School District
Course Plan
American Cultures**

**Course Name: American Cultures PS
Unit: The Great Depression**

Time Line: 3 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
<p>What were the major causes of the Great Depression? Was the Depression an avoidable event? What lessons from the Depression can be translated to the U.S. economy today?</p>	<p>Students will be able to list and analyze the major factors that caused the Great Depression.</p>	<p>8.1.12.A 8.3.12.D 8.1.U.A 8.3.U.D</p>	<p>Stock market, bull market, margin, margin call, “Black Tuesday,” Hawley-Smoot Tariff, bank run, Dust Bowl, depression, recession</p>
<p>What was President Hoover’s Response to the Great Depression? Why was Hoover hesitant to abandon “laissez-faire” capitalism and provide government safety nets?</p>	<p>Students will be able to identify and analyze Hoover’s decision to limit government aid and his decision to drive out the Bonus Marchers.</p>	<p>8.1.12.A 8.1.12.C 8.3.12.A 8.3.12.D 8.1.U.A 8.1.U.C 8.3.U.A 8.3.U.D</p>	<p>Hooverilles, laissez-faire capitalism, unemployment rate, homelessness, hobo, the Bonus Marchers</p>
<p>What was Franklin Delano Roosevelt’s New Deal and Second New Deal? How do they represent a dramatic shift in the economic history of the United States?</p>	<p>Students will be able to identify the major programs of President Roosevelt’s New Deal and Second New Deal.</p>	<p>8.1.12.A 8.1.12.C 8.3.12.A 8.3.12.D 8.1.U.A 8.1.U.C 8.3.U.A 8.3.U.D</p>	<p>The New Deal, The 2nd New Deal, the Gold Standard, bank holiday, relief, reform, recovery, public works, fireside chats, “The 100 Days”</p>
<p>How do the government agencies established during the Great Depression still effect the United States today?</p>	<p>Students will be able to analyze the impact of Roosevelt’s New Deal programs, such as Social Security and the FDIC, and how they expanded government involvement in the economy.</p>	<p>8.1.12.A 8.1.12.C 8.3.12.C 8.3.12.D 8.1.U.A 8.1.U.C 8.3.U.D</p>	<p>FDIC, AAA, TVA, NRA, CCC, WPA, SSA, the Wagner Act, labor unions, collective bargaining</p>

**Hamburg Area School District
Course Plan
American Cultures**

**Course Name: American Cultures PS
Unit: Beginning of World War II**

Time Line: 3 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
<p>What were the major factors leading to the rise of fascism in Europe and ultimately the rise of Adolf Hitler in Germany? How did the aftermath of the Treaty of Versailles and the Great Depression influence the development of fascism?</p>	<p>Students will be able to identify and analyze the global depression and the Treaty of Versailles as the main factors in allowing Adolf Hitler to rise to power.</p>	<p>8.1.12.A 8.1.12.B 8.1.12.C 8.3.12.A 8.3.12.B 8.3.12.D 8.1.U.A 8.1.U.B 8.1.U.C 8.3.U.A 8.3.U.B 8.3.U.D</p>	<p>Fascism, totalitarian, internationalism, hyperinflation</p>
<p>How did the Great Depression contribute to Japan's quest for territory in Asia? How did the United States of America attempt to check Japanese aggression in the region? How did this ultimately lead to war?</p>	<p>Students will be able to identify and analyze the rising power of Japan in China and the U.S. Oil Embargo as the main factors in prompting the Japanese attack on Pearl Harbor.</p>	<p>8.1.12.A 8.1.12.C 8.3.12.A 8.3.12.B 8.3.12.D 8.1.U.A 8.1.U.C 8.3.U.A 8.3.U.B 8.3.U.D</p>	<p>Strategic materials, embargo</p>
<p>What were the two sides in the debate over American Neutrality leading up to U.S. entry into World War II? Why was Hitler so successful in conquering large portions of Europe and what was the United State's reaction to this expansion?</p>	<p>Students will be able to identify and analyze the tactics of the German Blitzkrieg and its ability to conquer large portions of Europe. Students will also be able to identify and analyze the Neutrality Act and the Lend- Lease Programs impact on America .</p>	<p>8.1.12.A 8.1.12.C 8.3.12.A 8.3.12.B 8.3.12.D 8.1.U.A 8.1.U.C 8.3.U.A</p>	<p>Appeasement, Anschluss, the Munich Conference, blitzkrieg, The Neutrality Acts, "Cash and Carry," Lend-Lease, Destroyers for Bases, Hemispheric Zone Defense, the Four Freedoms, America First Committee</p>

**Hamburg Area School District
Course Plan
American Cultures**

Course Name: American Cultures PS

<p>What steps did Hitler take in pursuing his anti-Semitic agenda and how did this ultimately culminate in the Holocaust? (*Act 70 Requirements)</p>	<p>Students will be able to identify and analyze Hitler’s use of propaganda and his slow progression of violence to perpetrate the Holocaust during World War II.</p>	<p>8.1.12.A 8.1.12.C 8.3.12.A 8.3.12.B 8.3.12.D 8.1.U.A 8.1.U.C 8.3.U.A 8.3.U.B 8.3.U.D</p>	<p>Anti-Semitic, the Holocaust, the Nuremberg Laws, concentration camps, extermination camps, the Wannsee Conference, “the Final Solution to the Jewish Question”</p>
---	---	---	---

**Hamburg Area School District
Course Plan
American Cultures**

**Course Name: American Cultures PS
Unit: End of World War II/ Beginning of the Cold War**

Time Line: 3 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
<p>How did mobilization for World War II have lasting impacts on the United States? How did it directly impact the lives and roles of women and minorities in the United States?</p>	<p>Students will be able to identify and analyze how war production effectively ended the Great Depression, how war production led to increased opportunities for women and minorities, and the lasting social damage of Japanese internment during the course of the war.</p>	<p>8.1.12.A 8.1.12.C 8.3.12.C 8.3.12.D 8.1.U.A 8.1.U.C 8.3.U.C 8.3.U.D</p>	<p>Cost-Plus Program, rationing, internment camp, Zoot Suit Riots, Victory Garden, liberty ship, convoy system, Battle of the Atlantic</p>
<p>Who were the prominent Americans involved in the United States War effort and what were their lasting contributions to American Society?</p>	<p>Students will be able to identify and analyze the impact of Douglass McArthur, Dwight D. Eisenhower, George Marshall, and George Patton on the war effort.</p>	<p>8.1.12.A 8.1.12.C 8.3.12.A 8.3.12.D 8.1.U.A 8.1.U.C 8.3.U.A 8.3.U.D</p>	<p>Bataan Death March, "Island-hopping"</p>
<p>How did American intervention in World War II turn the tide for the Allies? What factors and outcomes make U.S. production during World War II so impressive?</p>	<p>Students will be able to identify and analyze the impact of the following battles on the War: Battle of the Coral Sea Invasion of Italy Battle of Midway Battle of the Atlantic Invasion of North Africa Strategic Bombing Campaigns Operation Overlord Battle of the Bulge Battle of Iwo Jima Battle of Okinawa The atomic bombings of Hiroshima and Nagasaki</p>	<p>8.1.12.A 8.1.12.B 8.1.12.C 8.3.12.A 8.3.12.B 8.3.12.D 8.1.U.A 8.1.U.B 8.1.U.C 8.3.U.A 8.3.U.B 8.3.U.D</p>	<p>Aircraft Carrier, amphtrac, amphibious assault, D-Day, Operation Overlord, kamikaze, area bombing, precision bombing, strategic bombing, Battle of the Bulge</p>

**Hamburg Area School District
Course Plan
American Cultures**

Course Name: American Cultures PS

<p>How did the end of World War II lead directly to the development of the Cold War between the United States and the Soviet Union?</p>	<p>Students will be able to identify and analyze the impact of the Yalta and Potsdam Conferences on the Post War World. Students will also be able to identify and analyze the relationship between Stalin and Truman and its impact on the cold war.</p>	<p>8.1.12.A 8.1.12.B 8.1.12.C 8.3.12.A 8.3.12.B 8.3.12.D 8.1.U.A 8.1.U.B 8.1.U.C 8.3.U.A 8.3.U.B 8.3.U.D</p>	<p>Casablanca Conference, Tehran Conference, Yalta Conference, Potsdam Conference</p>
---	---	--	---

**Hamburg Area School District
Course Plan
American Cultures**

Course Name: American Cultures PS

Unit: End of World War II/ Beginning of the Cold War

Time Line: 3 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
<p>What are the lasting impacts of World War II on the present day world?</p>	<p>Students will be able to identify and analyze the changes of the world map after World War II. Students will also be able to identify and analyze the impact of the nuclear bomb, the Marshall Plan, and the formation of NATO and the Warsaw Pact.</p>	<p>8.1.12.A 8.1.12.B 8.1.12.C 8.3.12.A 8.3.12.B 8.3.12.D 8.1.U.A 8.1.U.B 8.1.U.C 8.3.U.A 8.3.U.B 8.3.U.D</p>	<p>Manhattan Project, “Fat-Man,” “Little-Boy,” Marshall Plan, North Atlantic Treaty Organization, Warsaw Pact, the Truman Doctrine, containment, the United Nations, satellite nation, Iron Curtain, limited war</p>

**Hamburg Area School District
Course Plan
American Cultures**

**Course Name: American Cultures PS
Unit: The Post-War Era (1945-1960)**

Time Line: 3 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
<p>What were the major components of President Truman’s and President Eisenhower’s domestic policy? How are they still impacting us today?</p>	<p>Students will be able to identify and analyze Students will be able to identify and analyze President Eisenhower’s nuclear buildup, Eisenhower’s Domino Theory, and the Federal Highway Act.</p>	<p>8.1.12.A. 8.1.12.C. 8.3.12.A. 8.3.12.D. 8.1.U.A. 8.1.U.C. 8.3.U.A. 8.3.U.D.</p>	<p>The Fair Deal, Nationalized Healthcare, G.I. Bill, baby boom, Federal Highway Act</p>
<p>What were the major policies of President Eisenhower’s foreign policy? How are they similar and different to President Truman’s handling of the Cold War? How is the Korean Conflict a perfect example of their differences?</p>	<p>Students will be able to identify and analyze the causes and consequences of the Korean Conflict, the Sputnik launch, and U.S. intervention in Iran.</p>	<p>8.1.12.A. 8.1.12.C. 8.3.12.D. 8.1.U.A. 8.1.U.C. 8.3.U.D.</p>	<p>Central Intelligence Agency, total war, massive retaliation, “brinkmanship,” fallout shelter, Sputnik, space race</p>
<p>How did the Red Scare affect American Society during the 1950s? Was the fear of communist subversion fueled by hysteria or was this fear justified?</p>	<p>Students will be able to identify and analyze the 2nd Red Scare, McCarthyism, the House of Un-American Activities, and the Rosenberg Trial.</p>	<p>8.1.12.A. 8.1.12.C. 8.3.12.A. 8.3.12.D. 8.1.U.A. 8.1.U.C. 8.3.U.A. 8.3.U.D.</p>	<p>Loyalty Review Program, McCarthyism, military-industrial complex</p>
<p>How did living patterns change dramatically during the 1950s? How did the Brown vs. Board of Education (1954) court ruling help propel the Civil Rights Movement? Who was Dr. Martin Luther King Jr. and how has he had a lasting impact on American Society?</p>	<p>Students will be able to identify and analyze the impact of television on the United States, the New Youth Culture, the Rise of Suburbs, “White Flight” from urban areas, and the beginning of the Civil Rights Movement.</p>	<p>8.1.12.A. 8.1.12.C. 8.3.12.A. 8.3.12.D. 8.1.U.A. 8.1.U.C. 8.3.U.A. 8.3.U.D.</p>	<p>De jure segregation, de facto segregation, Jim Crow Law, “White Flight,” “Separate but Equal,” urban decay, Brown vs. the Board of Education, Montgomery Bus Boycott, Little Rock School Crisis, Southern Christian Leadership Conference (SCLC)</p>

**Hamburg Area School District
Course Plan
American Cultures**

Course Name: American Cultures PS

Unit: 1960s

Time Line: 3 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
<p>What were the major features of the John F. Kennedy's and Lyndon B. Johnson's Presidencies respectfully? How do their domestic policies reflect the values of their respective political parties?</p>	<p>Students will be able to identify and analyze the election of 1960, Kennedy's Domestic Programs, the development of NASA, Johnson's Great Society, and the election of 1968.</p>	<p>8.1.12.A 8.1.12.C 8.3.12.A 8.3.12.C 8.1.U.A 8.1.U.C 8.3.U.A</p>	<p>Missile gap, New Frontier, Peace Corps, Space race, War on Poverty, The Great Society, Medicare, Medicaid, Head Start</p>
<p>How did the Kennedy Assassination effect the course of United States History? What factors have led to continued controversy over the assassination?</p>	<p>Students will be able to identify the Kennedy assassination and analyze why it is such a talked about event in American history.</p>	<p>8.1.12.A 8.1.12.C 8.3.12.A 8.3.12.B 8.1.U.A 8.1.U.C 8.3.U.A 8.3.U.B</p>	<p>"Magic Bullet Theory," Warren Commission</p>
<p>How did the Civil Right Movement develop and flourish during the 1960s under Martin Luther King Jr.? How is the Civil Rights Movement still playing out in the United States today?</p>	<p>Students will be able to identify and analyze how the Civil Rights movement developed during the 1950s and into the 1960s under the leadership of Martin Luther King Jr.. Students will also be able to understand how the Civil Rights Movement changed after his death.</p>	<p>8.1.12.A 8.1.12.C 8.3.12.A 8.3.12.C 8.3.12.D 8.1.U.A 8.1.U.C 8.3.U.A 8.3.U.D</p>	<p>Poll tax, Literacy test, Grandfather clause, Civil Rights Act of 1964, Voting Rights Act of 1965, National Association for the Advancement of Colored Peoples (NAACP), non-violent passive resistance, Racism, Black Power, Black Panthers, Freedom Riders</p>

<p>What were some of the major developments of the Cold War during the 1960s? How did each President during the 1960s handle the Cold War? How did the United States find itself escalating its role in Vietnam?</p>	<p>Students will be able to identify and analyze the impacts of the Cuban Missile Crisis and Vietnam War on American history.</p>	<p>8.1.12.A 8.1.12.C 8.3.12.A 8.3.12.B 8.3.12.D 8.1.U.A 8.1.U.C 8.3.U.A 8.3.U.B 8.3.U.D</p>	<p>Flexible response, Cuban Missile Crisis, Operation Mongoose, Bay of Pigs Invasion, Vietminh, Vietcong, North Vietnamese Army, "Search and Destroy," napalm, Agent Orange</p>
--	---	---	---

Unit: 1960s**Time Line: 3 Cycles**

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
How did the Social Movements of the 1960's change American Society? How did the rise of baby boomer counterculture impact the domestic landscape of the United States?	Students will be able to identify and analyze how the student movements, women's movement, and countercultures of the 1960's impacted the development of the United States.	8.1.12.A 8.1.12.C 8.3.12.A 8.3.12.C 8.3.12.D 8.1.U.A 8.1.U.C 8.3.U.A 8.3.U.D	Counterculture, "hippies," communes

**Hamburg Area School District
Course Plan
American Cultures**

Course Name: American Cultures PS

Unit: The 1970s

Time Line: 3 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
<p>What were the major events and consequences of the Nixon, Ford, and Carter Administrations? How do the domestic policies of each reflect the values of their respective political parties?</p>	<p>Students will be able to identify and analyze shifting political patterns in the elections of 1972 and 1976, changes in social behavior during the 1970s, and the foreign policy of the Nixon, Ford, and Carter Administrations.</p>	<p>8.1.12.A 8.1.12.C 8.3.12.A 8.3.12.C 8.3.12.D 8.1.U.A 8.1.U.C 8.3.U.A 8.3.U.D</p>	<p>Title IX, Southern Strategy, Environmental Protection Agency (EPA), Roe vs. Wade, inflation, stagflation, Department of Energy, Feminism, Helsinki Accords, Energy Crisis</p>
<p>How did the Watergate Scandal effect how U.S. citizens viewed their government? How did the rates of voter turnout in the United States?</p>	<p>Students will be able to identify and analyze the major events and consequences of the Watergate Scandal. Students will be able to analyze how this changed Americans perception of their government.</p>	<p>8.1.12.A 8.1.12.B 8.1.12.C 8.3.12.A 8.3.12.C 8.1.U.A 8.1.U.B 8.1.U.C 8.3.U.A 8.3.U.C</p>	<p>Watergate Scandal, Executive Privilege, Nixon vs. United States, Impeach</p>
<p>How was the economic crisis of the 1970s similar and different then the situation faced in 2007?</p>	<p>Students will be able to identify the term “stagflation” and gas shortage. Students will also be able to analyze differences between the economic crisis of the 1970s and those of today.</p>	<p>8.1.12.A 8.1.12.C 8.3.12.C 8.3.12.D 8.1.U.A 8.1.U.C 8.3.U.C 8.3.U.D</p>	<p>Organization of Petroleum Exporting Countries (OPEC), embargo</p>

<p>How does the rise of Fundamentalist Islam in the late 1970s effect the United States in today's world?</p>	<p>Students will be able to identify and analyze the Fundamentalist Islamic revolution in Iran and how it affects terrorism in the current world today.</p>	<p>8.1.12.A 8.1.12.C 8.3.12.A 8.3.12.B 8.3.12.C 8.1.U.A 8.1.U.C 8.3.U.A 8.3.U.B</p>	<p>Fundamentalist Islam, terrorism, Iran hostage crisis</p>
<p>What were some of the major developments of the Cold War during the 1970s? How did Nixon's policy of "Détente" and his stance on China dramatically change the outlook of the Cold War?</p>	<p>Students will be able to identify and analyze the impact of the fall of Vietnam to communism, Détente under Nixon, Nixon's relations with China, and the Soviet invasion of Afghanistan.</p>	<p>8.1.12.A 8.1.12.C 8.3.12.A 8.3.12.C 8.3.12.D 8.1.U.A 8.1.U.C 8.3.U.A 8.3.U.D</p>	<p>"Détente," Summit</p>

**Hamburg Area School District
Course Plan
American Cultures**

Course Name: American Cultures PS

Unit: The 1980s and Beyond

Time Line: 3 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards	Vocabulary
<p>What were some of the consequences of Reagan’s and Bush’s Presidencies? How do the domestic policies of each reflect the values of their respective political parties?</p>	<p>Students will be able to identify and analyze the resurgence of conservatism, Reaganomics, The War on Drugs, The Reagan Doctrine, and the election of 1988.</p>	<p>8.1.12.A 8.1.12.C 8.3.12.A 8.3.12.C 8.3.12.D 8.1.U.A 8.1.U.C 8.3.U.A 8.3.U.D</p>	<p>Reaganomics, The Reagan Doctrine, “The War on Drugs,” New Conservatism, Supply-side economics</p>
<p>What were some of the major developments of the Cold War during the 1980s? How and why did the Soviet Union ultimately collapse?</p>	<p>Students will be able to identify and analyze the Soviet invasion of Afghanistan, the Star Wars Program, and the factors that led to the collapse of the Soviet Union.</p>	<p>8.1.12.A 8.1.12.C 8.3.12.C 8.3.12.D 8.1.U.A 8.1.U.C 8.3.U.D</p>	<p>Glasnost, Perestroika, “The Evil Empire,” The Berlin Wall, Strategic Defense Initiative- “The Star Wars Program”</p>
<p>What were some of the major causes of the First Gulf War? How are the outcomes of the war still impacting the Middle East and the United States today?</p>	<p>Students will be able to identify and analyze Saddam Hussein’s invasion of Kuwait and the United Nations reaction to the invasion.</p>	<p>8.1.12.A 8.1.12.C 8.3.12.C 8.3.12.D 8.1.U.A 8.1.U.C 8.3.U.D</p>	<p>Operation Desert Storm, Mujahedeen, Jihad</p>

<p>How has the end of the Cold War affected global society? How did the collapse of the Soviet Union usher in freedoms movements and terrorism around the world?</p>	<p>Students will be able to identify and analyze the breakdown of the Soviet Union and how that breakdown has helped lead to the spread of terrorism around the world.</p>	<p>8.1.12.A 8.1.12.C 8.3.12.A 8.3.12.C 8.3.12.D 8.1.U.A 8.1.U.C 8.3.U.A 8.3.U.D</p>	<p>Terrorism, Al-Qaida, democracy, capitalism, mixed economy</p>
<p>How have the socio-economic factors of the 1980s have changed American society today?</p>	<p>Students will be able to identify and analyze how globalization and new technologies have affected the global economy.</p>	<p>8.1.12.A 8.1.12.C 8.3.12.A 8.3.12.C 8.3.12.D 8.1.U.A 8.1.U.C 8.3.U.A 8.3.U.D</p>	<p>“Yuppies,” globalization, out-sourcing, off-shoring, trade deficit, the Internet</p>

