

Unit Title: Unit 1 - Foundations in US History and Geography (Eras 1-5)	Duration: 2-3 Weeks
Unit Overview: <p>This unit examines the role foundational ideas and documents played in the changes and challenges experienced by the United States in its first hundred years as a nation. Throughout the unit students will consider how both geography and foundational documents impacted a changing nation and led to the terrible conflict of the Civil War. The unit will also reflect the difficulty of rebuilding and healing a nation in the aftermath of war.</p>	
GLCE/HSCE Addressed: <i>F1 - F1.1, F1.2, F2 - F2.1, P1 - P1.3, P3 - P3.1, K1 - K1.9</i>	
<p><u>F1 Political and Intellectual Transformations of America to 1877</u></p> <p>F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals</p> <ul style="list-style-type: none"> • Declaration of Independence • the U.S. Constitution (including the Preamble) • Bill of Rights • the Gettysburg Address • 13th, 14th, and 15th Amendments <p>F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones develops an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing:</p> <ul style="list-style-type: none"> • the birth of republican government, including the rule of law, inalienable rights, equality, and limited government • the development of governmental roles in American life and competing views of the responsibilities of governments (federal, state, and local) • changes in suffrage qualifications • the development of political parties • America’s political and economic role in the world (National Geography Standard 13, p. 210) 	

F2 Geographic, Economic, Social, and Demographic Trends in America to 1877

F2.1 Describe the major trends and transformations in American life prior to 1877 including:

- changing political boundaries of the United States (National Geography Standard 13, p. 210)
- regional economic differences and similarities, including goods produced and the nature of the labor force (National Geography Standard 11, p. 206)
- changes in the size, location, and composition of the population (National Geography Standard 9, p. 201)
- patterns of immigration and migration (National Geography Standard 9, p. 201)
- development of cities (National Geography Standard 12, p. 208)
- changes in commerce, transportation, and communication (National Geography Standard 11, p. 206)
- major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican-American War, and foreign relations during the Civil War. 210)

P1 Reading and Communication – *read and communicate effectively.*

P1.3 Understand that diversity of interpretation arises from frame of reference.

P3 Public Discourse and Decision Making – *engage in reasoned and informed decision making that should characterize each citizen's participation in American society.*

P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

K1 General Knowledge– *embedded in USHG standards and expectations*

K1.9 Integrate concepts from at least two different social studies disciplines.

U.S. History

<p>Big Ideas:</p> <ul style="list-style-type: none">• Documents including the Declaration of Independence and the U.S. Constitution played an important role in the development of the nation.• The Declaration of Independence and the Constitution are not always understood or interpreted the same way.• The varied geographical regions of the U.S. contributed to regional differences in economics.• The Civil War challenged the core ideals of the United States.• The growing population and size of the nation created opportunities and difficulties.	<p>Essential Questions:</p> <ul style="list-style-type: none">• What are the responsibilities of a nation's government?• How might a nation change as it grows in population and/or in size?• What happens when a state disagrees with the federal government?• Was the Civil War inevitable?• How did America's foundational values and principles influence United State's foreign policy prior to 1877?• How can knowledge of American history help prepare you to be a contributing member of society?
<p>What should students know/understand?</p> <ul style="list-style-type: none">• Students should understand how the founding documents established ground breaking ideas for the new government.• Students should demonstrate an understanding of the differences between the two documents: Declaration of Independence being a statement of ideals and the Constitution being a framework for functional government.• Students should have an understanding that the Constitution is a living, changing document (Amendments).• Students should recognize the various changes to the landscape of the United States.• Students will understand the contributing factors that lead to the Civil War.	<p>What should students be able to do?</p> <ul style="list-style-type: none">• Differentiate main and subordinate ideas.• Detect cause and effect relationships.• Compare maps and make inferences.• Identify relevant factual material.
<p>Vocabulary (<i>not an exhaustive list</i>): Amendment, free/slave state, preamble, article, branches of government, ratify, constitution, sectionalism, secession, Union, Confederate, emancipation, suffrage, lynching, total war, reconstruction, Republican/Democrat</p>	

U.S. History

<p>Formative Assessments - Possibilities Include: do now, homework, class discussion, work sheets, quiz(s), graphic organizers, note taking</p>	<p>Summative Assessment – Possibilities Include: test, essay, project, poster, debate</p>
<p>Project Ideas – Possibilities Include: A series of posters illustrating the powers held by each branch of government, the checks and balances placed by each branch of government and the different levels of government.</p>	<p>Resources/Technology Integration – Possibilities Include: Supplemental materials (copies of the various documents), additional web sites for research, textbook, historical maps.</p>

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Unit Title: Unit 2 - Growth of an Industrial and Urban America (Era 6)	Duration: 3-4 weeks
Unit Overview: This unit explores the circumstances surrounding the Industrial Revolution and the impact industrialization had on all aspects of American life and society. Students will examine the ways in which industrialism altered the nation’s economy, geography and institutions.	
GLCE/HSCE Addressed: <i>6.1 - 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, K1 - K1.8, P2 – P2.5, P4 - P4.2</i>	
<p>6.1 Growth of an Industrial and Urban America - <i>Explain the causes and consequences – both positive and negative – of the Industrial Revolution and America’s growth from a predominantly agricultural, commercial, and rural nation to a more industrial and urban nation between 1870 and 1930.</i></p> <p>6.1.1 Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including:</p> <ul style="list-style-type: none"> • gains from trade (National Geography Standard 11, p. 206) • organizational “revolution” (e.g., development of corporations and labor organizations) • advantages of physical geography (National Geography Standards 4, 7, and 15; pp. 190, 197, and 214) • increase in labor through immigration and migration (National Geography Standard 9, p. 201) • economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller) • technological advances <p>6.1.2 Labor’s Response to Industrial Growth – Evaluate the different responses of labor to industrial change including:</p> <ul style="list-style-type: none"> • development of organized labor, including the Knights of Labor, American Federation of Labor, and the United Mine Workers • southern and western farmers’ reactions, including the growth of populism and the populist movement (e.g., Farmers Alliance, Grange, Platform of the Populist Party, Bryan’s “Cross of Gold” speech) (National Geography Standard 6, p. 195) 	

6.1.3 Urbanization – Analyze the changing urban and rural landscape by examining:

- the location and expansion of major urban centers (National Geography Standard 12, p. 208)
- the growth of cities linked by industry and trade (National Geography Standard 11, p. 206)
- the development of cities divided by race, ethnicity, and class (National Geography Standard 10, p. 203)
- resulting tensions among and within groups (National Geography Standard 13, p. 210)
- different perspectives about immigrant experiences in the urban setting (National Geography Standards 9 and 12, pp. 201 and 208)

6.1.4 Population Changes – Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration, and urbanization. (National Geography Standard 9 and 12, pp. 201 and 208)

6.1.5 A Case Study of American Industrialism – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining:

- the impact of resource availability (National Geography Standard 16, p. 216)
- entrepreneurial decision making by Henry Ford and others
- domestic and international migrations (National Geography Standard 9, p. 201)
- the development of an industrial work force
- the impact on Michigan
- the impact on American society

K1 General Knowledge– *embedded in USHG standards and expectations*

K1.8 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.

P2 Inquiry, Research, and Analysis – *critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.*

P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

P4 Citizen Involvement

P4.2 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

U.S. History

<p>Big Ideas:</p> <ul style="list-style-type: none">• The economy of the nation shifted from being largely agricultural to industrial.• The growth of industry resulted in urbanization.• Geography influenced where industry was developed.• Growing industry led to conflict between labor and management.• Industrialization allowed for the rise of big business.• Industrialization led to significant population changes.• Industrialization created a greater interest in overseas markets.• The auto industry played a vital role in the fabric of the American culture and the economy.	<p>Essential Questions:</p> <ul style="list-style-type: none">• Should businesses be expected to have goals or obligations beyond making money?• What motivates people to move to a new place?• What is government's obligation regarding the promotion and/or regulation of business?• How did industrialization transform life in late 19th and early 20th century America?• How did the growth of industrial and urban America help shape the meaning of freedom and equality?
<p>What should students know/understand?</p> <ul style="list-style-type: none">• Students should know how geography determined the location of industrial centers.• Students should understand that industrialization was a contributing factor in migration and immigration.• Students should have an understanding of how mergers allowed individual businesses to dominate entire industries.• Students should have knowledge of how Henry Ford's assembly line changed production and/or the conditions of the labor force.• Students should be aware that industrialization inspired some Americans to urge government regulation of business.• Students should have an understanding of the steps taken by the labor and farmers to improve their situations.	<p>What should students be able to do?</p> <ul style="list-style-type: none">• Detect cause and effect relationships.• Select passages that are pertinent to the topic studied.• Take notes.• Interpret graphs and charts.• Identify relevant factual material• Recognize the mutual relationship between human beings in satisfying one another's needs.

U.S. History

Vocabulary (<i>not an exhaustive list</i>): labor, cooperatives, urban, regulation, industrialization, rural, merger, migration, assembly line, trusts, immigration, Populist, union, national markets	
Formative Assessments - <i>Possibilities Include</i> : do now, homework, class discussion, work sheets, quiz (s), graphic organizers, note taking.	Summative Assessment – <i>Possibilities Include</i> : tests, essays, projects, posters, reports.
Project Ideas – <i>Possibilities Include</i> : A report following the founding and development of a big business or a biography of a robber baron like Carnegie, Morgan, etc.	Resources/Technology Integration – <i>Possibilities Include</i> : Supplemental materials, additional web sites, textbook, graphs and charts, primary sources

Unit Title: Unit 3 - Progressivism and Reform (Era 6)	Duration: 3-4 weeks
Unit Overview: This unit focuses on the push for reform and change which spread through the nation at the end of the 19th and beginning of the 20th centuries. Throughout the unit, students will examine many of the problems facing American society at the turn of the century. The unit will identify reformers who proposed action aimed at alleviating these problems. The unit will also acknowledge the limits of the Progressive Era.	
<p>GLCE/HSCE Addressed: 6.3 - 6.3.1, 6.3.2, 6.3.3, KI - 1.6, KI.7, P2 - P2.2, P2.4, P3 - P3.2, P4 - P4.2</p> <p>6.3 Progressivism and Reform - <i>Select and evaluate major public and social issues emerging from the changes in industrial, urban, and global America during this period; analyze the solutions or resolutions developed by Americans, and their consequences (positive/negative – anticipated/unanticipated) including, but not limited to, the following:</i></p> <p>6.3.1 Social Issues – Describe at least three significant problems or issues created by America’s industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).</p> <p>6.3.2 Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas</p> <ul style="list-style-type: none"> • major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments • new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts) • the Supreme Court’s role in supporting or slowing reform • role of reform organizations, movements and individuals in promoting change (e.g., Women’s Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) (National Geography Standard 14, p. 212) • efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants (National Geography Standards 9 and 10; pp. 201 and 203) <p>6.3.3 Women’s Suffrage – Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.</p>	

<p><u>K1 General Knowledge</u>– <i>embedded in USHG standards and expectations</i></p> <p>K1.6 Analyze events and circumstances from the vantage point of others.</p> <p>K1.7 Understand social problems, social structures, institutions, class, groups, and interaction.</p> <p><u>P2 Inquiry, Research, and Analysis</u> – <i>critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.</i></p> <p>P2.2 Read and interpret data in tables and graphs.</p> <p>P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.</p> <p><u>P3 Public Discourse and Decision Making</u> – <i>engage in reasoned and informed decision making that should characterize each citizen’s participation in American society.</i></p> <p>P3.2 Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.</p> <p><u>P4 Citizen Involvement</u></p> <p>P4.2 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> • The growth of cities and industry can result in problems as well as opportunity. • There is a long history of disagreement about whether government intervention in business and in the lives of Americans is necessary or intrusive. • Individuals have the power and obligation to urge the nation to address problems and injustices. • Suffrage is a necessary step in changing the condition of the oppressed and the disadvantaged. • Social change is frequently met with strong opposition. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the best way to change a problem or injustice that is prevalent in society? • How far is the government obligated to go to ensure the safety and well-being of all citizens? • Is the growth of industry worth the problems that accompany it? • Is it possible to solve problems like poverty and crime?

U.S. History

<p>What should students know/understand?</p> <ul style="list-style-type: none"> • Students should recognize the link between the growth of industry and social problems like poverty, public health, crime, child labor, etc. • Students should recognize that women, minorities and immigrants were particularly vulnerable to social problems and injustices. • Students should be able to identify individuals who led the movement to reform American society and to fight social problems. • Students should be aware of the problems and corruption of government and the steps taken to end government inefficiency and corruption. • Students should understand why many Americans saw progressive reform as a threat and actively opposed it. 	<p>What should students be able to do?</p> <ul style="list-style-type: none"> • Differentiate main and subordinate ideas. • Detect cause and effect relationships. • Listen for information. • Take notes. • Form opinion based on critical examination of relevant information. • Communicate own beliefs, feelings and convictions. • Identify situations in which social action is required
<p>Vocabulary (<i>not an exhaustive list</i>): child labor, settlement house, political machine, direct primary, initiative, referendum, reform, muckrakers, progressive, recall, corruption, prohibition, accommodation, nativism, social gospel movement, lynching</p>	
<p>Formative Assessments - Possibilities Include: do now, homework, class discussion, work sheets, quiz (s), graphic organizers, note taking.</p>	<p>Summative Assessment – Possibilities Include: tests, essays, projects, posters, reports.</p>
<p>Project Ideas – Possibilities Include: A biographical report on a progressive reformer or create a series of journal entries from the point of view of a progressive reformer.</p>	<p>Resources/Technology Integration – Possibilities Include: Supplemental materials, additional web sites, textbook, graphs and charts, primary sources</p>

Unit Title: Unit 4 - Becoming a World Power (Era 6)	Duration: 4 weeks
Unit Overview: This unit will focus on events and decisions that contributed to the emergence of the United States as a world power. The unit will place strong emphasis on the economic and military importance of various global locations. Students will explore American interest, intervention and involvement in many of these locations. The unit will explore the causes of World War I, the motivations for and against U.S. involvement in the war and long term consequences emerging in the aftermath of the war.	
GLCE/HSCE Addressed: <i>6.2 - 6.2.1, 6.2.2, 6.2.3, 6.2.4, K1 - K1.4, K1.5, P1 - P1.3, P3 - P3.1, P3.2, P3.3</i>	
<p>6.2 Becoming a World Power - <i>Describe and analyze the major changes – both positive and negative – in the role the United States played in world affairs after the Civil War, and explain the causes and consequences of this changing role.</i></p> <p>6.2.1 Growth of U.S. Global Power – Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America’s global influence and redefining its foreign policy. (National Geography Standards 1 and 3; p.184 and 188)</p> <p>6.2.2 WWI – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America’s role in shaping the course of the war.</p> <p>6.2.3 Domestic Impact of WWI – Analyze the domestic impact of WWI on the growth of the government (e.g., War Industries Board), the expansion of the economy, the restrictions on civil liberties (e.g. Sedition Act, Red Scare, Palmer Raids), and the expansion of women’s suffrage.</p> <p>6.2.4 Wilson and His Opponents – Explain how Wilson’s “Fourteen Points” differed from proposals by others, including French and British leaders and domestic opponents, in the debate over the Versailles Treaty, United States participation in the League of Nations, the redrawing of European political boundaries, and the resulting geopolitical tensions that continued to affect Europe. (National Geography Standards 3 and 13; p. 188 and 210)</p>	

K1 General Knowledge – *embedded in USHG standards and expectations*

K1.4 Understand historical and geographical perspectives.

K1.5 Understand the diversity of human beings and human cultures.

P1 Reading and Communication – *read and communicate effectively.*

P1.3 Understand that diversity of interpretation arises from frame of reference.

P3 Public Discourse and Decision Making – *engage in reasoned and informed decision making that should characterize each citizen's participation in American society.*

P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

P3.2 Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.

P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

Big Ideas:

- Growth in industry leads to interest and concern in the international concerns affecting overseas markets.
- Nations go to war for a variety of reasons.
- As technology improves, those changes impact the way wars are fought.
- Policy decision can have significant and long-lasting consequences.
- War affects more than just those people directly involved in the fighting.

Essential Questions:

- Should we encourage other nations to adopt our form of government?
- Is it wise to form treaties and alliances with other nations?
- What are the rules for conducting warfare?
- What are the obligations/responsibilities of citizens on the home front while a nation is involved in foreign war?
- Does the United States have an obligation to protect other nations who face domestic or foreign threats?

U.S. History

<p>What should students know/understand?</p> <ul style="list-style-type: none"> • Students should understand the justifications for involvement in foreign affairs. • Students should be able to identify geographical locations where the United States exerted military or financial influence throughout the globe. • Students should understand how scientific and technological advances influence warfare. • Students should comprehend the reasons for opposing viewpoints regarding American involvement in World War I. • Students should understand Woodrow Wilson’s vision of a post war world. • Students should perceive the potential for problems arising from the Treaty of Versailles. 	<p>What should students be able to do?</p> <ul style="list-style-type: none"> • Compare pre and post war maps. • Express relative location. • Identify relevant factual information. • Detect cause and effect relationships. • Examine critically relationships between and among elements of a topic.
<p>Vocabulary <i>(not an exhaustive list):</i> Open Door policy, expansionism, yellow journalism, Philippines, Rough Riders, Cuba, imperialism, Panama Canal, Dollar Diplomacy, self-determination, alliances, Central Powers, Allied Powers, trench warfare, submarines, poisoned gas, dog fights, neutrality, <i>Lusitania</i>, conscription, propaganda, bolshevism, Fourteen Points, League of Nations, reparations, Treaty of Versailles</p>	
<p>Formative Assessments - <i>Possibilities Include:</i> do now, homework, class or group discussions (debates), maps, note taking, quiz(s).</p>	<p>Summative Assessment – <i>Possibilities Include:</i> test(s), essay, projects, posters.</p>
<p>Project Ideas – <i>Possibilities Include:</i> Creating a collection of historical maps focusing on areas of American interest and intervention.</p>	<p>Resources/Technology Integration – <i>Possibilities Include:</i> Supplemental materials, additional web sites, textbook, graphs and charts, primary sources</p>

Unit Title: Unit 5 - Great Depression and New Deal (Era 7)	Duration: 4 weeks
Unit Overview: This unit will explore conditions, events and individuals significant to the Great Depression. Students will be given a picture of American life and society in the years prior to the 1930's. Students will examine both the causes and consequences of the Great Depression, paying close attention to various groups of people who were particularly vulnerable. The unit will identify the various New Deal programs intended to provide relief, recovery or reform. Special attention will be given to the changing role of the federal government.	
GLCE/HSCE Addressed: <i>7.1 - 7.1.1, 7.1.2, 7.1.3, P2 - P2.2, P3 - P3.2, K1 - K1.7</i>	
<p>7.1 Growing Crisis of Industrial Capitalism and Responses - <i>Evaluate the key events and decisions surrounding the causes and consequences of the global depression of the 1930s and World War II.</i></p> <p>7.1.1 The Twenties – Identify and explain the significance of the cultural changes and tensions in the “Roaring Twenties” including:</p> <ul style="list-style-type: none"> • cultural movements, such as the Harlem Renaissance and the “lost generation” • the struggle between “traditional” and “modern” America (e.g., Scopes Trial, immigration restrictions, Prohibition, role of women, mass consumption) (National Geography Standard 10, p. 203) <p>7.1.2 Causes and Consequences of the Great Depression – Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing:</p> <ul style="list-style-type: none"> • the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl (National Geography Standards 14 and 15; p. 212 and 214) • the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families (National Geography Standard 15, p. 214) • Hoover’s policies and their impact (e.g. Reconstruction Finance Corporation) 	

7.1.3 The New Deal – Explain and evaluate Roosevelt’s New Deal Policies including:

- expanding the federal government’s responsibilities to protect the environment (e.g. Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly (National Geography Standard 14, p. 212)
- opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws
- consequences of New Deal policies (e.g., promoting workers’ rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies) (National Geography Standard 16, p. 216)

P2 Inquiry, Research, and Analysis – *critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.*

P2.2 Read and interpret data in tables and graphs.

P3 Public Discourse and Decision Making – *engage in reasoned and informed decision making that should characterize each citizen’s participation in American society.*

P3.2 Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.

K1 General Knowledge – *embedded in USHG standards and expectations*

K1.7 Understand social problems, social structures, institutions, class, groups, and interaction.

Big Ideas:

- Recessions and depressions are caused by multiple actors
- There are opposing theories on the best way for a nation to recover from a recession or a depression
- Times of recession and depression leave minority groups particularly vulnerable.
- Economic difficulties like a recession or a depression place a strain on families and other social institutions.
- Employment is considered a key element in ending a recession or a depression.

Essential Questions:

- How do changes in society manifest themselves in cultural conflict?
- What might cause an economic downturn?
- Are occasional recessions unavoidable?
- What is the government’s obligation/responsibility to citizens who can not find employment?
- What is the best way to deal with an economic downturn?
- Which is better: to take no action or to take action and risk making a bad situation worse?

<p>What should students know/understand?</p> <ul style="list-style-type: none">• Students should recognize that the 1920s was a time of great change in the United States.• Students should be aware of the increasing number of Americans investing/speculating in the stock market during the late 1920s.• Students should understand the risk and far reaching consequences of buying stock on margin.• Students should be aware of the various factors that contributed to the Great Depression.• Students should know how the responses to the Great Depression represent a fundamental shift in the role of government in American life.• Students should understand Herbert Hoover’s policies and their impact on the nation.• Students should be familiar with the New Deal programs and the impact they had on society.• Students should recognize what made Franklin D Roosevelt’s presidency unique in American history.• Students should recognize Constitutional consequences in regards to FDR’s implementation of the New Deal.	<p>What should students be able to do?</p> <ul style="list-style-type: none">• Take notes.• Note cause and effect relationships.• Identify relevant factual material.• Locate places on maps and globes.• Identify situations in which social action is required.• Predict likely outcomes based on factual information.• Identify alternative courses of action and predict likely consequences of each.
<p>Vocabulary <i>(not an exhaustive list):</i> Harlem Renaissance, Lost Generation, prohibition, speculation, buying on margin, monetary policy, Hooverville, relief, reform, recovery, New Deal programs, Dust Bowl, Okies, fireside chats, Bonus Army</p>	

U.S. History

<p>Formative Assessments - <i>Possibilities Include:</i> do now, homework, class discussion, note taking, quiz(s), work sheets, vocabulary.</p>	<p>Summative Assessment – <i>Possibilities Include:</i> test(s), projects, essay, final exams.</p>
<p>Project Ideas – <i>Possibilities Include:</i> An examination of photos reflecting the Great Depression.</p>	<p>Resources/Technology Integration – <i>Possibilities Include:</i> Supplemental materials, film(s), textbook, primary resources, graphs and charts</p>

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Unit Title: Unit 6 - World War II (Era 7)	Duration: 4-5 weeks
Unit Overview: <p>This unit examines the causes and course of World War II. In this unit of study students will consider the importance of geography and economics in the events surrounding the war. They will explore and compare American policies before and after the attack on Pearl Harbor. Throughout the unit, students will examine motivations, explanations and/or justifications for decisions made before, during and after the war. The unit will investigate major events that determined the course of the war. Students will consider the importance of the home front in supporting the war effort. The unit will analyze the implications WWII had on minorities and women in the United States. Special emphasis will be placed on the Holocaust and the ongoing threat of genocide to human progress and development.</p>	
GLCE/HSCE Addressed: <i>7.2 - 7.2.1, 7.2.2, 7.2.3, 7.2.4, K1 - K1.10, K1.7, P1 - P1.3, P2 - P2.2, P3 - P3.1</i>	
<p>7.2 World War II - <i>Examine the causes and course of World War II, and the effects of the war on United States society and culture, including the consequences for United States involvement in world affairs.</i></p> <p>7.2.1 Causes of WWII – Analyze the factors contributing to World War II in Europe and in the Pacific region, and America’s entry into war including:</p> <ul style="list-style-type: none"> • the political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement)(National Geography Standard 13, p. 210) • the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan • United States neutrality • the bombing of Pearl Harbor (National Geography Standard 13, p. 210) <p>7.2.2 U.S. and the Course of WWII – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three Alliance and the development of atomic weapons)</p> <p>7.2.3 Impact of WWII on American Life – Analyze the changes in American life brought about by U.S. participation in World War II including:</p> <ul style="list-style-type: none"> • mobilization of economic, military, and social resources • role of women and minorities in the war effort • role of the home front in supporting the war effort (e.g., rationing, work hours, taxes) • internment of Japanese-Americans (National Geography Standard 10, p. 203) 	

7.2.4 Responses to Genocide – Investigate development and enactment of Hitler’s “final solution” policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals (e.g., liberation of concentration camps, Nuremberg war crimes tribunals, establishment of state of Israel). (National Geography Standard 13, p. 210)

K1 General Knowledge– *embedded in USHG standards and expectations*

K1.7 Understand social problems, social structures, institutions, class, groups, and interaction.

K1.10 Understand significant concepts, generalizations, principles, and theories of history and geography as disciplines.

P1 Reading and Communication – *read and communicate effectively.*

P1.3 Understand that diversity of interpretation arises from frame of reference.

P2 Inquiry, Research, and Analysis – *critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.*

P2.2 Read and interpret data in tables and graphs.

P3 Public Discourse and Decision Making – *engage in reasoned and informed decision making that should characterize each citizen’s participation in American society.*

P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

Big Ideas:

- There are a variety of potential responses to global conflict.
- Nations choose to go to war for a variety of reasons.
- War can cost a great deal in lives, money, and/or resources.
- Technology and scientific advances continues to change the way war is waged.
- War impacts more than just the soldiers in battle.
- Opposing powers sometimes join together to battle a bigger threat.
- Genocide is a reoccurring challenge to world progress and peace.

Essential Questions:

- Is war the best answer to a problem?
- What is more important to society, freedom or stability?
- What is the obligation of an individual when a fellow citizen is endangered?
- Why do some people voluntarily offer their military services during time of war?
- How can war be good to a country?
- How much time and money should a nation be willing to devote to ensure victory during war?
- Is there a limit to what a country should be allowed to do to ensure victory during war?

<p>What should students know/understand?</p> <ul style="list-style-type: none">• Students should be aware of problems and conflicts caused by the Treaty of Versailles.• Students should be able to distinguish the countries who aligned with the Allied and Axis Powers.• Students should be aware of the conditions surrounding Hitler's and Mussolini's rise to power.• Students should recognize the gradual progression of the Holocaust as it resulted in genocide.• Students should be aware of actions taken by the U.S. to support allied Powers while remaining officially neutral.• Students need to know the events that led to the start of World War II.• Students should comprehend the wars impact on the economy.• Students should understand the justifications for the Japanese-Americans internment camps that were established in the United States.• Students should recognize major battles fought during World War II.• Students should understand the significant role the Soviet Union played during World War II.• Students should be aware of opportunities and conflicts that arose on the home front.	<p>What should students be able to do?</p> <ul style="list-style-type: none">• Differentiate main and subordinate ideas.• Listen for information.• Detect cause and effect relationships.• Distinguish between fact and opinion; recognize propaganda.• Express personal convictions.• Express relative locations.• Compare maps of the world before and after World War II.• Interpret graphs and charts.• Predict likely outcomes based on factual information.• Identify relevant factual material.• Keep informed on issues that affect society.
<p>Vocabulary (<i>not an exhaustive list</i>): unconditional surrender, fascist, totalitarian, appeasement, isolationism, D-Day, Pearl Harbor, nonaggression pact, Maginot Line, Lend-Lease, genocide, Holocaust, island hopping, atomic bomb, bonds, Allied Powers, Axis Powers, Nazi, internment camps, communism, socialism</p>	

U.S. History

Formative Assessments - Possibilities Include: map(s), do now, homework, class discussion, work sheets, quiz(s), graphic organizers, note taking, timelines.	Summative Assessment – Possibilities Include: test(s), posters, projects, reports, essay(s).
Project Ideas – Possibilities Include: Examination of World War II era propoganda and a collection of contemporary examples of propoganda.	Resources/Technology Integration – Possibilities Include: Supplemental material, textbooks, film(s), primary sources, maps, graphs and charts.

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Unit Title: Unit 7 - Cold War and the United States (Era 8)	Duration: 4-5 weeks
Unit Overview: <p>This unit explores America’s unique position as a superpower and its emphasis on opposing communism throughout the fifty years that followed World War II. The students will examine the relationship between the Soviet Union and the United States, considering policies and actions taken by each nation with the intention of thwarting the other. The unit will investigate the attempts of the United States to oppose communism in various geographical locations through political, economic and/or military means. Over the course of the unit students will explore the costs and benefits related to sustaining cold war over five decades, as well as considering its ongoing impact on international relationships and foreign policy.</p>	
GLCE/HSCE Addressed: <i>8.1 - 8.1.1, 8.1.2, 8.1.3, K1 - K 1.4, P2 - P2.5, P3 - P3.1</i>	
<p>8.1 Cold War and the United States - <i>Identify, analyze, and explain the causes, conditions, and impact of the Cold War Era on the United States.</i></p> <p>8.1.1 Origins and Beginnings of Cold War – Analyze the factors that contributed to the Cold War including:</p> <ul style="list-style-type: none"> • differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R. • diplomatic decisions made at the Yalta and Potsdam Conferences (1945) • actions by both countries in the last years of and years following World War II (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact) (<i>National Geography Standard 13, p. 210</i>) <p>8.1.2 Foreign Policy during the Cold War – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including:</p> <ul style="list-style-type: none"> • the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (<i>National Geography Standard 13, p. 210</i>) • the armed struggle with Communism, including the Korean conflict (<i>National Geography Standard 13, p. 210</i>) • direct conflicts within specific world regions including Germany and Cuba (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>) • U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (<i>National Geography Standard 13, p. 210</i>) 	

- indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (*National Geography Standards 5 and 13; pp. 192 and 210*)
- the arms race (National Geography Standards 13, p. 210)

8.1.3 End of the Cold War – Evaluate the factors that led to the end of the cold war including détente, policies of the U.S. and U.S.S.R. and their leaders (President Reagan and Premier Gorbachev), the political breakup of the Soviet Union, and the Warsaw Pact.

K1 General Knowledge – embedded in USHG standards and expectations

K1.4 Understand historical and geographical perspectives.

P2 Inquiry, Research, and Analysis – critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.

P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

P3 Public Discourse and Decision Making – engage in reasoned and informed decision making that should characterize each citizen's participation in American society.

P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

Big Ideas:

- The decisions and/or agreements made between nations can have long-term impact on international relations at a global level.
- There are multiple ways in which a nation might take action to protect themselves against potential enemies.
- There is not a global consensus on the best form of government.
- Public support is an important factor in achieving victory in war.

Essential Questions:

- What, if any, responsibilities does a victor have toward their enemy once a war is over?
- How is it determined when a war is officially over?
- What are some methods a nation might use to weaken and oppose their enemies?
- Why might some nations/governments be reluctant to follow the model of American democracy?

<p>What should students know/understand?</p> <ul style="list-style-type: none">• Students should be aware of how events and conditions surrounding World War II and its aftermath contributed to the U.S. becoming a world power.• Students should recognize the difference between Soviet and American world views and goals at the end of WW II.• Students should be able to identify and describe consequences of Soviet and American foreign policies.• Students should comprehend the strategic importance of Korea, Vietnam and Cuba in the Cold War.• Students should recognize the ongoing implications of the Cold War regarding international relations with nations such as North Korea and Cuba.• Students should understand how the Cold War impacted government response to domestic opposition and dissent.• Students should understand why the spread of communism was seen as a threat to human progress.• Students should be aware of the economic demands of carrying out the cold war.• Students should recognize the ongoing changes in political geography following WW II.	<p>What should students be able to do?</p> <ul style="list-style-type: none">• Take notes.• Detect cause and effect relationships.• Present visually (chart, graph, diagram, model, etc.) information extracted from print.• Identify a situation in which a decision is required.• Predict likely outcomes based on factual information.• Keep informed on issues that affect society.• Compare maps and make inferences.• Locate places on maps.• Identify relevant factual material.
<p>Vocabulary (<i>not an exhaustive list</i>): communism, United Nations, containment, cold war, Marshall Plan, Berlin airlift, NATO, arms race, limited war, massive retaliation, brinkmanship, fallout, space race, military-industrial complex, emerging nations, McCarthyism, blacklisting, guerilla warfare, conscientious objectors, domino theory, Iron Curtain, Sputnik, Warsaw Pact, draft</p>	

U.S. History

Formative Assessments - Possibilities Include: map(s), do now, homework, class discussion, work sheets, quiz(s), graphic organizers, note taking, timelines.	Summative Assessment – Possibilities Include: test(s), posters, projects, reports, essay(s), oral history (interviews).
Project Ideas – Possibilities Include: Interviewing witnesses and/or participants in the Cold War.	Resources/Technology Integration – Possibilities Include: Supplemental material, textbooks, film(s), primary sources, maps, graphs and charts.

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Unit Title: Unit 8 - Civil Rights and other Domestic Policies (Era 8)	Duration: 4 weeks
Unit Overview: This unit will explore the changes and challenges facing life in the United States following World War II. The unit will consider problems and conflicts plaguing American society and will examine the individuals, events and decisions surrounding those issues. Students will be exposed to various groups and individuals who were instrumental in the Civil Rights movement. They will critically consider the efficacy of different agents of change and social progress.	
GLCE/HSCE Addressed: 8.2 - 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3 - 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5, K1 - K1.4, K1.7, P.2 - P2.2, P.4 - P4.2	
<p>8.2 Domestic Policies - <i>Examine, analyze, and explain demographic changes, domestic policies, conflicts, and tensions in Post- WWII America.</i></p> <p>8.2.1 Demographic Changes – Use population data to produce and analyze maps that show the major changes in population distribution, spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the “Sunbelt.” (National Geography Standards 1,3, 5, 9, 10; p. 184, 188, 192, 201, 203)</p> <p>8.2.2 Policy Concerning Domestic Issues – Analyze major domestic issues in the Post-World War II era and the policies designed to meet the challenges by:</p> <ul style="list-style-type: none"> • describing issues challenging Americans such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment (National Geography Standards 9 and 14; pp. 201 and 212) • evaluating policy decisions and legislative actions to meet these challenges (e.g., G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), E.P.A. (1970) (National Geography Standards 12 and 14; pp. 208 and 212) <p>8.2.3 Comparing Domestic Policies – Focusing on causes, programs, and impacts, compare and contrast Roosevelt’s New Deal initiatives, Johnson’s Great Society programs, and Reagan’s market-based domestic policies. (National Geography Standard 14, p. 212)</p> <p>8.2.4 Domestic Conflicts and Tensions – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v Wade, Gideon, Miranda, Tinker, Hazelwood), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women’s rights movement, and the constitutional crisis generated by the Watergate scandal. (National Geography Standard 16, p. 216)</p>	

U.S. History

8.3.1 Civil Rights Movement – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including:

- the impact of WWII and the Cold War (e.g., racial and gender integration of the military)
- Supreme Court decisions and governmental actions (e.g., Brown v. Board (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))
- protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)
- resistance to Civil Rights (National Geography Standard 6, p. 195) (National Geography Standard 10, p. 203)

8.3.2 Ideals of the Civil Rights Movement – Compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.

8.3.3 Women’s Rights – Analyze the causes and course of the women’s rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)). (National Geography Standard 10, p. 203)

8.3.4 Civil Rights Expanded – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/Latinas, new immigrants, people with disabilities, and gays and lesbians. (National Geography Standard 10, p. 203)

8.3.5 Tensions and Reactions to Poverty and Civil Rights – Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at least one other American city (e.g., Los Angeles, Cleveland, Chicago, Atlanta, and Newark). (National Geography Standard 12, p. 208)

K1 General Knowledge– embedded in USHG standards and expectations

K1.4 Understand historical and geographical perspectives.

K1.7 Understand social problems, social structures, institutions, class, groups, and interaction.

P2 Inquiry, Research, and Analysis – *critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.*

P2.2 Read and interpret data in tables and graphs.

<p>P4 Citizen Involvement</p> <p>P4.2 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> • Establishing social justice is an on going process. • Societal change is frequently met with resistance. • Economic, political, legal, educational, and social factors all play a role in establishing true equality. • Social change can be introduced through a variety of methods. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do socio-economic factors influence the on going struggles for civil rights and justice? • How do individuals and groups use political, legal, and social pressure to realize the promises of the United States as reflected in our foundational documents? • What factors might make a specific time period conducive to social and political change? • Why might individuals or institutions be opposed to social and/or political change? • How might social and/or political change in one nation have an international impact? • How might increase access to civil rights and social justice impact the movement of individuals or groups within a region or a nation?
<p>What should students know/understand?</p> <ul style="list-style-type: none"> • Students should be able to identify various groups fighting for civil rights and social justice (African Americans, Native Americans, women, etc.). • Students should be aware of pivotal court cases that helped establish legal precedence regarding civil rights. • Students should grasp an understanding behind both the violent and nonviolent approaches to social change. • Students should recognize the power of economic pressures in furthering the Civil Rights Movement. • Students should recognize key figures in the Civil Rights Movement. 	<p>What should students be able to do?</p> <ul style="list-style-type: none"> • Take notes. • Identify relevant factual material. • Detect cause and effect relationships. • Keep informed on issues that affect society. • Present visually (chart, graph, diagram, model, etc.) information extracted from print. • Compare maps and make inferences. • Locate places on maps. • Identify a situation in which a decision is required. • Predict likely outcomes based on factual information.

U.S. History

<p>What should students know/understand? - <i>continued</i></p> <ul style="list-style-type: none">• Students should comprehend the significant impact of assassinations on the nation and international communities.	
<p>Vocabulary (<i>not an exhaustive list</i>): Freedom Riders, sit-ins, segregation, boycott, civil rights, demonstrations, civil disobedience, NAACP, non violent resistance, desegregation, freedom marches, baby boom, Great Society, Miranda, feminist, Brown V. Board of Education, Topeka, generation gap, counter culture</p>	
<p>Formative Assessments - Possibilities Include: homework, do now, class and/or group discussion, maps, work sheets, graphic organizers, note taking, timelines, quiz(s).</p>	<p>Summative Assessment – Possibilities Include: test(s), posters, reports, essay(s), oral histories (interviews).</p>
<p>Project Ideas – Possibilities Include: Writing an essay comparing and contrasting a progressive era reformer to a reformer of the civil rights era.</p>	<p>Resources/Technology Integration – Possibilities Include: Supplemental material, primary sources, map(s), film(s), textbooks, graphs and charts.</p>

Unit Title: Unit 9 - America in a New Global Age (Era 9)	Duration: 1-2 weeks
Unit Overview: This unit explores the role of American government in world affairs. Students will take a deeper look at the United States being a world power from an economic, political, cultural and military standpoint. Students will be exposed to an overview of the presidencies from Nixon through Reagan.	
GLCE/HSCE Addressed: <i>9.1 - 9.1.1, 9.1.2, K1 - K1.1, K1.2, K1.5, K1.7, K1.8</i>	
<p>9.1 The Impact of Globalization on the United States - <i>Explain the impact of globalization on the United States' economy, politics, society and role in the world.</i></p> <p>9.1.1 Economic Changes – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication. (National Geography Standard 11, p. 206)</p> <p>9.1.2 Transformation of American Politics – Analyze the transformation of American politics in the late 20th and early 21st centuries including:</p> <ul style="list-style-type: none"> • growth of the conservative movement in national politics, including the role of Ronald Reagan • role of evangelical religion in national politics (National Geography Standards 3 and 6; pp.188 and 195) • intensification of partisanship • partisan conflict over the role of government in American life • role of regional differences in national politics (National Geography Standard 6, p. 195) <p>K1 General Knowledge– embedded in USHG standards and expectations</p> <p>K1.1 Know the defining characteristics of the disciplines of history and geography.</p> <p>K1.2 Know that each discipline is subject to criticisms and limitations and be aware of the primary criticisms of history and geography.</p> <p>K1.5 Understand the diversity of human beings and human cultures.</p> <p>K1.7 Understand social problems, social structures, institutions, class, groups, and interaction.</p> <p>K1.8 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.</p>	

U.S. History

<p>Big Ideas:</p> <ul style="list-style-type: none"> • International perceptions of American policies do not always accurately reflect the intentions of the United States. • There continues to be disagreement over the role government should play in American life. • Globalization offers many benefits and opportunities while at the same time presenting the United States with new problems and challenges. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How has American politics and diplomacy shifted in the Post Cold War world? • How has the United States contributed to and been affected by globalization? • Are the benefits of globalization worth the cost and efforts? • Is globalization unavoidable? • Does the government play an appropriate role in contemporary America?
<p>What should students know/understand?</p> <ul style="list-style-type: none"> • Students should recognize the economic, political, and military consequences of being a world power. • Students should identify various geographic locations where the United States exerted economic, political and/or military influences. • Students should comprehend the significant of partisan loyalties in international and national events. • Students should recognize the role America played in Eastern Europe following the collapse of the Soviet Union. • Students should recognize events leading to the Persian Gulf War and be aware of long term consequences. 	<p>What should students be able to do?</p> <ul style="list-style-type: none"> • Take notes. • Interpret graphs. • Predict likely outcomes based on factual information. • Compare and contrast credibility of differing accounts of the same event. • Identify alternative courses of action and predict likely outcomes of each. • Recognize the values implicit in the situation and the issues that flow from them. • Relate policy issues to their own lives. • Communicate orally and in writing.
<p>Vocabulary <i>(not an exhaustive list):</i> Impeachment, pardon, Watergate, silent majority, revenue sharing, balance of power, inflation, stagflation, embargo, recession, Reaganomics, glasnost, compassionate conservatism, Balkan states, Persian Gulf, peace keeping troops</p>	

U.S. History

<p>Formative Assessments - Possibilities Include: homework, do now, class and/or group discussions, maps, work sheets, graphic organizers, note taking, quiz(s).</p>	<p>Summative Assessment – Possibilities Include: test(s), posters, reports, essay(s), oral histories (interviews).</p>
<p>Project Ideas – Possibilities Include: Researching five different articles (magazines, newspaper, journals, etc.) from five different countries and then summarizing each one. Students then would be required to create a map of each country.</p>	<p>Resources/Technology Integration – Possibilities Include: Supplemental material, primary sources, map(s), film(s), textbooks, graphs and charts.</p>

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Unit Title: Unit 10 - Changes in America's Role in the World (Era 9)	Duration: 3 weeks
Unit Overview: This unit will challenge students to use their historical understanding as they look towards the future of the United States. Students will study the long term implications of 9-11 and the War on Terrorism. Students will also consider the role of significant individuals and events at the dawn of the century. The unit will encourage students to consider the significance of these issues. They will investigate options and opportunities for them to take action in their local, national and global communities.	
GLCE/HSCE Addressed: <i>9.2 - 9.2.1, 9.2.2, K1 - K1.5, K1.9, P1 - P1.1, P1.2, P1.3, P3 - P3.2</i>	
<p><u>9.2 Changes in America's Role in the World</u> - <i>Examine the shifting role of United States on the world stage during the period from 1980 to the present.</i></p> <p>9.2.1 U.S. in the Post-Cold War World – Explain the role of the United States as a super-power in the post-Cold War world, including advantages, disadvantages, and new challenges (e.g., military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War). (National Geography Standard 13, p. 210)</p> <p>9.2.2 9/11 and Responses to Terrorism – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO). (National Geography Standard 13, p. 210)</p> <p><u>K1 General Knowledge</u> – <i>embedded in USHG standards and expectations</i></p> <p>K1.5 Understand the diversity of human beings and human cultures.</p> <p>K1.9 Integrate concepts from at least two different social studies disciplines.</p> <p><u>P1 Reading and Communication</u> – <i>read and communicate effectively.</i></p> <p>P1.1 Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.</p> <p>P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.</p> <p>P1.3 Understand that diversity of interpretation arises from frame of reference.</p> <p>P3.2 Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.</p>	

U.S. History

<p>Big Ideas:</p> <ul style="list-style-type: none">• The role of the United States on the world stage has shifted since the 1980's.• The issue of immigration continues to challenge American society.• Partisan loyalties play a significant role in establishing policies.	<p>Essential Questions:</p> <ul style="list-style-type: none">• What does the United States have to do in the future to remain a super power?• How do the events of 9-11 continue to impact the daily lives of most Americans?• What is the biggest problem the United States faces today?• What are some ways contemporary Americans show their patriotism?• How can knowledge of American history help prepare you to be a contributing member of society?
<p>What should students know/understand?</p> <ul style="list-style-type: none">• Students should realize America's long and complex relationships with the nations of the Middle East.• Students should understand the ties between economic, political, and military issues.• Students should have knowledge of the two major political ideologies.• Students should be able to identify domestic problems that plagued American society today.• Students should understand the various foreign dangers that threaten us today.• Students should recognize the difficulties of balancing the obligation towards people in need while refraining from imposing our will.	<p>What should students be able to do?</p> <ul style="list-style-type: none">• Communicate orally and in writing.• Keep informed on issues that affect society.• Identify situations in which social action is required.• Express personal convictions.• Recognize the values implicit in the situation and the issues that flow from them.• Interpret graphs, charts, and maps.• Detect bias in materials.• Note cause and effect relationships.• Predict likely outcomes based on factual information.
<p>Vocabulary (<i>not an exhaustive list</i>): Militia, mass media, crime bill, gun control, global warming, trade deficit, affirmative action, pork barrel projects, partisan, bipartisan, mandate, conservative, weapons of mass destruction, coalition forces, homeland security, Patriot Act, undocumented workers, domestic terrorist, 9-11</p>	

U.S. History

<p>Formative Assessments - Possibilities Include: homework, do now, class and/or group discussions, maps, work sheets, graphic organizers, note taking, quiz(s).</p>	<p>Summative Assessment – Possibilities Include: test(s), reports, posters, essay(s), oral histories (interviews).</p>
<p>Project Ideas – Possibilities Include: Creating a modern day newspaper that would include an editorial, a persuasive essay, a political cartoon and an advertisement.</p>	<p>Resources/Technology Integration – Possibilities Include: Supplemental material, primary sources, map(s), film(s), textbooks, graphs and charts.</p>

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