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***Green learning intentions are more concise and student friendly.*

[Academic Command Word Vocabulary](#)

Inquiry Standards and KY Interdisciplinary Literacy Practices (KILP)

All High School Inquiry Standards are worded the same with the distinction HS followed by C (civics), E (economics), G (geography), UH (U.S. History), or WH (World History). In this directory, it is denoted with an XX. When referencing the appropriate social studies strand, replace XX and document by C, E, G, UH, or WH.

Questioning:

HS.XX.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key (civics, economics, geography, U.S. History, World History) concepts.

- KILP 10: Develop a literacy identity that promotes lifelong learning.

HS.XX.I.Q.2 Generate supporting questions to develop knowledge, understanding, and/or thinking relative to key (civics, economics, geography, U.S. History, World History) concepts framed by compelling questions

- KILP 10: Develop a literacy identity that promotes lifelong learning.

Investigating:

Investigating occurs the exploration of the discipline strand standards.

Using Evidence:

HS.XX.I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in (civics, economics, geography, U.S. History, World History).

- KILP 1-Recognize that text is anything that communicates a message.
- KILP 3:View literacy experiences as transactional, interdisciplinary, and transformational.
- KILP 7: Utilize digital resources to learn and share with others.
- KILP 8: Engage in specialized, discipline-specific literacy practices.

HS.XX.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in (civics, economics, geography, U.S. History, World History).

- KILP 6: Collaborate with others to create new meaning.
- KILP 7: Utilize digital resources to learn and share with others.



HS.XX.I.U.E.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in (civics, economics, geography, U.S. History, World History)

- KILP 2: Employ, develop, and refine schema to understand and create text.
- KILP 9: Apply high-level cognitive processes to think deeply and critically about text.

Communicating Conclusions:

HS.XX.I.CC.1 Engage in civil discussion, reach consensus when appropriate, and respect diverse opinions relevant to compelling and/or supporting questions in (civics, economics, geography, U.S. History, World History)

- KILP 4: Utilize receptive and expressive language arts to better understand self, others, and the world.

HS.XX.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations, or public communications relevant to meaningful and/or investigative questions in (civics, economics, geography, U.S. History, World History)

- KILP 6: Collaborate with others to create new meaning.

HS.XX.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supportive questions in (civics, economics, geography, U.S. History, World History).

- KILP 5: Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
- KILP 7: Utilize digital resources to learn and share with others.

Note: Success Criteria listed in this document are suggested and not an exhaustive list



Unit 1: Civil War and Reconstruction		Estimated Time Frame: 8-10 Days		
Inquiry Standards and Interdisciplinary Literacy Practices				
Big Idea				
Within this unit the idea is to remind students of what is going on in the US about the Civil War. Students will use this as background knowledge to help them prepare for the future of America. There is an emphasis on whether Reconstruction was successful and changes being made as the West continued to expand.				
Prerequisite skills and knowledge				
Continuity and Change of the Civil War Sourcing Contextualization Emancipation Federalism/States Rights				
Compelling Question				
What did Reconstruction do for democracy in the United States?				
Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary
What were the causes and consequences of the Civil War?	8. H.CE.1 Analyze the Cause and effect of Westward expansion, the Civil War and Reconstruction on	We are learning the political, social, and economic causes and consequences of the Civil War. <i>We are learning the Civil War's effect on America.</i>	I can explain the causes and consequences of the Civil War. <i>I can discuss the causes and consequences of the</i>	Sectionalism Confederate Union Emancipation



	the diverse population of the United States		Civil War.	
Why was Reconstruction necessary after the Civil War?	<p>HS.UH.CE.1 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.</p> <p>HS.UH.CH.2 Analyze changes to economic policies, the size of government and the power of government between 1890-1945.</p>	<p>We are learning the ways Reconstruction attempted to address the status of formerly enslaved people.</p> <p>We are learning the changing role of the federal government in enforcing civil rights.</p>	I can compare and contrast different Reconstruction plans.	<p>Thirteenth Amendment</p> <p>Fourteenth Amendment</p> <p>Fifteenth Amendment</p> <p>Federalism</p> <p>Bill of Rights</p>
Was Reconstruction successful?	HS.C.CV.2 Assess how the expansion of civic virtues, democratic principles, constitutional rights and human	We are learning how Reconstruction impacted Constitutional rights for African Americans on the local, state, and federal level.	I can evaluate the continuities and changes caused by Reconstruction.	<p>Continuity</p> <p>Freedmen's Bureau</p> <p>Compromise of 1877</p> <p>Sharecropping</p>



	<p>rights influence the thoughts and actions of individuals and groups.</p> <p>HS.C.CV.3 Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally.</p>			<p>Black Codes (e.g. poll tax, literacy tests, Disenfranchisement)</p> <p>Plessy v. Ferguson (e.g. Jim Crow, segregation)</p>
<p>What were the consequences of westward expansion?</p>	<p>HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.</p> <p>HS.G.HI.1 Analyze how the forces of cooperation and conflict within and</p>	<p>We are learning about the cultural, economic, and environmental push and pull factors that contributed to the continuation of westward expansion.</p> <p>We are learning the impact of westward expansion and related government policies on Native American cultures.</p> <p><i>We are learning the impact of westward expansion and related government policies</i></p>	<p>I can explain the impact of westward expansion.</p> <p>I can <i>assess</i> government policies on Native American cultures.</p>	<p>Manifest Destiny</p> <p>Homestead Act</p> <p>Transcontinental Railroad</p> <p>Assimilation (e.g. Carlisle School, Dawes Act, Wounded Knee, Little Big Horn, Reservations)</p>



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	among people, nations and empires influence the division and control of Earth’s surface and resources.	on various groups.		
Summative Assessment				
Anchor Question Bank link (items tied to power standards) (Link to Common Unit Assessment)				
Anchor Materials (bolded mandatory by state)			Resources	
Plessy v. Ferguson Opinion John Gast <i>American Progress</i> (Manifest Destiny Painting)			<ul style="list-style-type: none"> • Reconstruction and Freedom for Freedmen • DBQ Project - North or South: Who Killed Reconstruction? • Savvas Primary Source Page 115- 119, Pages 137-140, 145- 149 	

*Disclaimer: Success Criteria is the evidence students must produce to demonstrate learning. This example is not comprehensive.

Unit 2: Gilded Age and Progressives (1890-1920)	Estimated Time Frame: 16- 20 Days
<u>Inquiry Standards and Interdisciplinary Literacy Practices</u>	
Big Idea	
<p>In the Gilded Age and Progressive Unit, students will learn about the problems of the Gilded Age and how they were trying to be fixed during the Progressive Era. Students will analyze the ideas of how the Gilded Age could be golden or grimy or both and how the Progressive Era tried to make progress from the Gilded Age.</p>	



Prerequisite skills and knowledge				
Reform Movements,-Abolitionist, Temperance Movement, Industrial Revolution, urbanization, capitalism				
Compelling Question				
Does gold or grime define the Gilded Age?				
Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary
How did technological advances impact growth within the US?	<p>HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877- present.</p> <p>HS.E.ST.3 Explain how international economic trends and policies affect political, social and economic conditions in various nations.</p>	<p>We are learning that technological innovation influenced the changing culture and economics of multiple regions of the US.</p> <p><i>We are learning how technological innovation influenced culture and economics in various regions of the US.</i></p>	<p>I can evaluate how innovations changed the culture and economics of multiple regions of the US.</p> <p>I can describe how innovations contributed to the start of industrialization.</p>	<p>Mechanization</p> <p>Mass Production</p> <p>Specialization</p>
Is the American dream a reality for immigrants?	<p>HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration</p>	<p>We are learning the factors that drew immigrants to the United States at the turn of the 20th century.</p> <p>We are learning the social and</p>	<p>I can analyze the push & pull factors of immigration to the United States.</p>	<p>Push/Pull Factors</p> <p>Tenements</p> <p>Assimilation</p>



	<p>patterns and population distribution at multiple scales.</p> <p>HS.UH.CO.2 Evaluate domestic responses to migration and immigration in the United States from 1877-present.</p>	<p>political realities immigrants faced at the turn of the 20th century.</p> <p><i>We are learning the realities immigrants faced at the turn of the 20th century.</i></p>	<p>I can evaluate the social and political realities of immigrants.</p> <p>I can describe the effects of urbanization.</p>	<p>Chinese Exclusion Act</p> <p>Nativism</p> <p>Urbanization</p>
<p>Why was Industrialization called the “Gilded Age”?</p>	<p>HS.E.MI.1 Compare perfect competition, monopolistic competition, oligopoly and monopoly and how the extent of competition within various markets affects price, quantity and variety in production.</p> <p>HS.UH.CE.1 Analyze the political, economic, and</p>	<p>We are learning the role of technology, policy, and corporations on the development of industrialization.</p> <p><i>We are learning the positive and negative impacts of industrialization on society.</i></p>	<p>I can evaluate the impacts of industrialization.</p>	<p>Gilded Age</p> <p>Philanthropy</p> <p>Laissez-faire / Capitalism</p> <p>Communism</p> <p>Captains of Industry v. Robber Barons</p> <p>Horizontal v. Vertical Integration</p> <p>Trust / Monopoly</p> <p>Social Darwinism</p>



	<p>social impacts of industrialization on the United States between 1877-1945</p> <p>HS.UH.CH.4 Assess the effectiveness of how people, organizations, government policies, labor laws and economic systems have attempted to address working conditions and income distributions from 1877- present.</p>			<p>Political Machines</p> <p>Labor Unions</p>
<p>How did the Progressive Era address the problems of the Gilded Age?</p>	<p>HS.C.RR.2 Explain how active citizens can affect the lawmaking process locally, nationally and internationally.</p> <p>HS.UH.CH.2 Analyze changes to economic policies, the size</p>	<p>We are learning how various groups and the federal government attempted to address working conditions and income distributions in the Gilded Age.</p> <p>We are learning how people and groups worked to address Gilded Age problems at the local, state, and national</p>	<p>I can describe how people and groups worked to address Gilded Age problems.</p> <p>I can explain how the the national government addressed economic and political issues.</p> <p>I can assess the lasting</p>	<p>Progressives</p> <p>Trust-Busting</p> <p>Muckrakers</p> <p>Progressive Legislation (e.g. 16th Amendment, 17th Amendment, 18th Amendment, 19th Amendment, Meat</p>



	<p>of government and the power of government between 1890-1945.</p> <p>HS.UH.CH.3 Analyze the impact of economic institutions, including the Federal Reserve, property rights, legal systems and corporations on the development of the United States from an agrarian to an industrial state from 1877-present</p> <p>HS.E.MA.6 Assess the effectiveness of rules and laws that protect both consumers and producers.</p>	<p>levels.</p> <p>We are learning the changing role of government as a result of Progressive Era amendments and legislation.</p> <p><i>We are learning how people and groups worked to address Gilded Age problems.</i></p> <p><i>We are learning how various groups attempted to address working conditions and income distributions in the Gilded Age.</i></p>	<p>impacts of Progressive Era amendments and legislation.</p>	<p>Inspection Act, Food and Drug Act)</p> <p>Federal Reserve System</p> <p>Women Progressive Movements (e.g. Settlement houses, Public School Movement, Women's Suffrage, Temperance)</p>
Summative Assessment				
Anchor Question Bank link (items tied to power standards) (Link to Common Unit Assessment)				



Anchor Materials (bolded mandatory by state)	Resources
<p><u>Gospel of Wealth</u></p> <p><u>Declaration of Rights of Women</u></p> <p><u>Jacob Riis</u></p> <p><i>The Jungle</i> Upton Sinclair</p> <p>New Nationalism speech by Teddy Roosevelt</p> <p>“Of Booker T. Washington and Others” from <i>The Souls of Black Folk</i> by W.E.B. Du Bois</p> <p><u>Atlanta Exposition/Compromise Address Booker T Washington</u></p>	<ul style="list-style-type: none"> ● Savvas Primary Source Pages 120-136, 150-151, 156-157 ● <u>Chinese Exclusion</u> ● <u>Is Greed Good</u> ● DBQ Project - <u>The Philanthropy of Andrew Carnegie: Did It Make Him a Hero?</u> ● DBQ Project - <u>Progressivism: Where Will You Put Your Million Dollars?</u> ● <u>Booker T. Washington & W.E.B. Du Bois Comparison</u> ● <u>Political Bosses</u> ● <u>Settlement Houses</u> ● <u>Conservation Movement</u>

*Disclaimer: Success Criteria is the evidence students must produce to demonstrate learning. This example is not comprehensive.

Unit 3: Imperialism and World War I (1890-1920)	Estimated Time Frame: 8 - 12 days
<u>Inquiry Standards and Interdisciplinary Literacy Practices</u>	
Big Idea	
<p>Students will understand how Imperialism and WWI announced American presence on a world stage. As a result of the Industrial Revolution and the desire of the United States to be a world leader, the nation began expanding beyond its borders to increase trade and acquire new possessions (imperialism). Supporters eventually won out with the argument of expansion</p>	



and the victory of the US in the Spanish-American War. In the years leading up to WWI, many industrialized nations were swept over by a wave of nationalism, created colonial empires, large militaries to protect those empires and political alliances.

Prerequisite skills and knowledge

Imperialism, World War I, Ethnic Conflict, Communism, Monroe Doctrine

Compelling Question

What is the responsibility of global power?

Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary
What increased America's role in the world?	<p>HS.UH.CE.2 Analyze the events that caused the United States to emerge as a global power between 1890-1991.</p> <p>HS.UH.CO.3 Analyze the role of the United States in global compromises and conflicts between 1890-1945 in the Spanish American War, World War I,</p>	<p>We are learning the motives for U.S. intervention abroad at the turn of the 20th century.</p> <p>We are learning the impact of US imperialism on political and economic relationships with other nations.</p> <p><i>We are learning the motives for and impacts of U.S. intervention abroad at the turn of the 20th century.</i></p>	<p>I can compare & contrast characteristics of US foreign policy.</p> <p>I can explain how anti-imperialism is a reaction to US actions abroad.</p> <p>I can evaluate the impacts of US expansion.</p> <p>I can interpret a political cartoon about US imperialism.</p>	<p>McKinley Foreign policies (e.g. Open Door Policy, Sphere of Influence, Spanish-American War, Filipino-American War, Yellow Journalism)</p> <p>Big Stick Diplomacy</p> <p>Roosevelt Corollary</p> <p>Dollar Diplomacy</p> <p>Moral Diplomacy</p> <p>Anti-Imperialism</p>



	<p>the Interwar years and World War II.</p> <p>HS.UH.CO.1 Explain the impact of U.S. expansion at home and abroad between 1877-1929.</p> <p>HS.G.HI.1 Analyze how the forces of cooperation and conflict within and among people, nations and empires influence the division and control of Earth’s surface and resources.</p>			
<p>Why did the US shift from isolation to intervention in World War I?</p>	<p>HS.UH.CE.2 Analyze the events that caused the United States to emerge as a global power between 1890-1991.</p> <p>HS.UH.CO.1 Explain the impact of U.S. expansion at home</p>	<p>We are learning how US foreign policy evolved from isolation to intervention during WWI.</p> <p>We are learning the impact of U.S. involvement in WWI at home and abroad.</p>	<p>I can explain why US foreign policy evolved from isolationism to interventionism.</p> <p>I can analyze how life changed for Americans during WWI</p>	<p>Isolationism</p> <p>Zimmerman Note</p> <p>Lusitania</p> <p>Committee of Public Information & Propaganda (e.g. War Bonds, Victory Gardens, rationing)</p>



	and abroad between 1877-1929.			Influenza Epidemic War Industries Board Selective Service Act
What were the social, political, and economic impacts of WWI?	HS.UH.CO.3 Analyze the role of the United States in global compromises and conflicts between 1890-1945 in the Spanish American War, World War I, the Interwar years and World War II. HS.E.ST.3 Explain how international economic trends and policies affect political, social and economic conditions in various nations.	We are learning the role the U.S. asserted during the peace treaty process ending WW1. We are learning that the U.S. reverted to isolationism after WWI. We are learning the intended and unintended consequences of the Treaty of Versailles. <i>We are learning the role the US played in the peace process of WWI.</i>	I can evaluate the various plans for peace after WWI.	Treaty of Versailles League of Nations Wilson's Fourteen Points Dawes Plan
Summative Assessment				
Anchor Question Bank link (items tied to power standards) (Link to Common Unit Assessment)				



Anchor Materials (bolded mandatory by state)	Resources
<p>Wilson’s Fourteen Points</p> <p>Roosevelt Corollary</p> <p>School Begins, Puck</p> <p>US Imperialism political cartoon</p>	<ul style="list-style-type: none"> ● Savvas Primary Source Pages 158-174 ● Spanish American War ● Spanish American War ● American Imperialism ● Explosion of the Maine ● Philippines ● Hawaii ● DBQ Project: Should the United States have annexed the Philippines ● US Entry into WWI ● League of Nations ● Treaty of Versailles

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Unit 4: Boom & Bust (1920-1938)	Estimated Time Frame: 16-20 Days (End of first Semester)
<u>Inquiry Standards</u>	
Big Idea	
<p>Students will understand how America’s booming economy of the 1920s collapsed to the Great Depression of the 1930s. During the 1920’s multiple social and cultural changes occurred. Women made gains with the right to vote, and employment outside the home and began to challenge the traditional view/role of women. African Americans, during the Great Migration, moved north and fostered the Harlem Renaissance. As well as how the challenges of the Great Depression affected America. Franklin Roosevelt’s New Deal, based on the principles of relief, reform, and recovery attempted to address the problems of the Great Depression by providing work relief, regulations to prevent future depressions, and help to struggling businesses</p>	



and addressed a variety of problems facing the United States during the Great Depression.

Prerequisite skills

Communism, Socialism, Global Depression

Compelling Question

How did the changing role of the U.S. government transform the economy?

Supporting Questions	KAS Standards	Learning Intentions	Success Criteria	Essential Vocabulary
To what extent was the US's identity changing during the 1920s?	<p>HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.</p> <p>HS.UH.KH.1 Examine how Kentuckians influence and are influenced by major national developments in U.S. history from 1877 to the present.</p> <p>HS.UH.CO.2 Evaluate domestic responses to migration and immigration in the United</p>	<p>We are learning how individuals and groups sought to define their role in 1920s American society.</p> <p>We are learning how Americans responded to changes in international and interregional migration.</p> <p><i>We are learning the causes and effects of cultural changes in the 1920s.</i></p>	<p>I can describe WW1's influence on diverse groups of Americans.</p> <p>I can compare & contrast traditionalist vs. modernist views.</p> <p>I can explain significant events in Black American history in the 1920s.</p> <p>I can explain significant cultural developments in Black American history in the 1920s.</p> <p>I can explain the economic trends that led to the boom of the 1920s.</p>	<p>Prohibition (e.g. Speakeasy, Prohibition in KY)</p> <p>Flappers</p> <p>Scopes Monkey Trial (e.g. Fundamentalism, ACLU)</p> <p>First Red Scare (e.g. Palmer Raids, Sacco and Vanzetti, Radicals)</p> <p>Great Migration</p> <p>Harlem Renaissance (e.g. Madam C.J. Walker, Booker T. Washington, W.E.B. DuBois, Marcus</p>



	<p>States from 1877-present.</p> <p>HS.C.CV.3 Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally</p> <p>HS.G.MM.1 Analyze how cultural, economic, and environmental factors contribute to migration patterns and population distribution at multiple scales.</p>			<p>Garvey, Ida B. Wells NAACP, Tuskegee Institute, Jazz, Langston Hughes)</p> <p>Red Summer of 1919 (e.g. Corbin, Ky; Ku Klux Klan, Chicago; Tulsa Massacre, NC)</p>
<p>What caused the Great Depression?</p>	<p>HS.UH.CE.3 Explain the political, social and economic causes and effects of economic boom and bust cycles between 1877-1945.</p> <p>HS.UH.CE.4 Assess the health of the U.S. economy by applying the economic indicators of inflation, deflation, Gross Domestic Product (GDP)</p>	<p>We are learning how the economic trends and weaknesses of the 1920s led to the economic collapse of the Great Depression.</p> <p>We are learning how individuals and the government would react to increasing scarcity caused by the Great Depression.</p>	<p>I can explain the economic weaknesses that led to the bust of the 1920s.</p> <p>I can evaluate the social & economic impacts of the Great Depression.</p> <p>I can explain the causes & effects of the Dust Bowl.</p>	<p>Consumerism (radio advertising, etc.)</p> <p>Credit/Buying on Margin</p> <p>Dust Bowl (Okie)</p> <p>Supply/Demand (e.g. Overproduction/ Underconsumption, farmers)</p>



	<p>and unemployment from 1877-present.</p> <p>HS.E.IC.1 Predict the way scarcity causes individuals, organizations, and governments to evaluate tradeoffs, make choices and incur opportunity costs</p>	<p>We are learning the social and economic impacts of the Great Depression.</p> <p><i>We are learning how the trends of the 1920s led to the Great Depression.</i></p>		<p>Stock Market Crash</p> <p>Gross Domestic Product (GDP)</p> <p>Unemployment</p> <p>Federal Reserve</p>
<p>To what extent should the government intervene in times of crisis?</p>	<p>HS.UH.CH.2 Analyze changes to economic policies, the size of government and the power of government between 1890-1945.</p> <p>HS.E.MA.4 Analyze the impact of fiscal policies, various government taxation and spending policies on the economy.</p>	<p><i>We are learning the changing scope of the federal government in response to the Great Depression.</i></p> <p>We are learning the extent of success of the New Deal in addressing the Great Depression.</p>	<p>I can compare and contrast Hoover & Roosevelt’s responses to the Great Depression.</p> <p>I can evaluate the effectiveness of the New Deal.</p>	<p>Hawley-Smoot Tariff</p> <p>Hooverville/ Bonus Army</p> <p>Reconstruction Finance Corporation</p> <p>New Deal (e.g. FDIC, SEC, Social Security, FLSA, Wagner Act, CCC, WPA, TVA, National Housing Act)</p> <p>Fireside Chats</p> <p>Court Packing Plan</p>
Summative Assessment				



Anchor Question Bank link (items tied to power standards) (<i>Link to Common Unit Assessment</i>)	
Anchor Materials	Resources
Fireside Chat (link provided to one example)	<ul style="list-style-type: none"> ● Savvas Primary Source Pages- 175-207 ● Prohibition ● DBQ Project - Prohibition: Why Did America Change its Mind? ● Palmer Raids ● Marcus Garvey ● Great Migration ● Chicago Riots ● Harlem Renaissance ● Red Summer ● Khan Academy - 1920s consumption ● DBQ Project - What Caused the Great Depression? ● Fear the Boom and Bust ● Social Security ● New Deal ● Mexican Migration ● Shag Dust Bowl ● C3 Teachers Dust Bowl

*Disclaimer: Success Criteria is the evidence students must produce to demonstrate learning. This example is not comprehensive.



Unit 5: World War II (1938-1945)		Estimated Time Frame: 10-14 Days		
<u>Inquiry Standards</u>				
Big Idea				
Students will understand the ideas of how the US changed their policy of isolationism to intervention. During the 1930's the United States attempted to stay out of European Affairs. Believing the nation had learned the lessons of WWI, the government passed a series of Neutrality Acts. AS well as, the home front was essential to victory for the United States during World War II. Mobilizing the home front for the war brought the nation out of the Great Depression, created jobs and produced the material of war necessary for victory				
Prerequisite skills				
Totalitarianism (Fascism/ Nazism), Anti Semitism				
Compelling Question				
What were the consequences of World War II at home and abroad?				
Supporting Questions	KAS Standards	Learning Intentions	Success Criteria	Essential Vocabulary
How did the U.S. move from isolation to intervention in WWII before Pearl Harbor?	HS.UH.CO.3 Analyze the role of the United States in global compromises and conflicts between 1890-1945 in the Spanish American War, World War I, the Interwar years and World War II. HS.G.HI.1 Analyze how the	We are learning about the changes that took place in US foreign policy during the war.	I can explain how US foreign policy evolved from isolationism to interventionism during WWII.	Totalitarianism (e.g. Fascism, Communism, Militarism) Isolationism Neutrality Laws (e.g. Lend-Lease Act, Cash and Carry, Atlantic Charter, Destroyers for



	forces of cooperation and conflict within and among people, nations and empires influence the division and control of Earth’s surface and resources.			Bases) Pearl Harbor America First Committee
How did the U.S. fight WWII on two fronts?	HS.UH.CO.3 Analyze the role of the United States in global compromises and conflicts between 1890-1945 in the Spanish American War, World War I, the Interwar years and World War II	We are learning the role of the US in ending conflict in Europe and the Pacific in WWII.	I can explain how geography impacts the US war strategy in WWII. I can analyze the US’s role in global compromises at the end of WWII.	Pacific Theater (e.g. Midway, Iwo Jima, Bataan Death March, Island Hopping, Hiroshima and Nagasaki) European Theater (e.g. D-Day Invasion, Battle of the Bulge, Fall of Berlin) Manhattan Project Postwar planning (e.g. Yalta Conference, Potsdam Conference and Proclamation)
How did obstacles and opportunities for groups on the homefront during WWII impact their role in	HS.UH.CE.6 Analyze how global interactions impacted American culture and society from 1890- present. HS.C.RR.1 Evaluate the civic responsibilities of individuals within a	We are learning about the growth of the federal government in the U.S. economy during World War II. We are learning how different groups in	I can explain how WWII improved the American economy. I can analyze the challenges and	Executive Order 9066 Korematsu v. United States Rosie the Riveter Tuskegee Airmen



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society?	<p>society.</p> <p>HS.E.MA.2 Analyze ways in which competition and government regulation influence what is produced and allocated in an economy.</p>	<p>the US demonstrate civic responsibilities.</p> <p>We are learning how WWII impacted how different minorities were viewed by US society.</p>	<p>contributions of diverse groups of Americans during WWII.</p>	<p>Double V Campaign</p> <p>Navajo Code Talkers</p> <p>Rationing/Office of Price Administration</p> <p>Office of War Information</p> <p>Zoot Suit Riots/Bracero Program</p> <p>War Refugee Board</p>
Summative Assessment				
Anchor Question Bank link (items tied to power standards) (<i>Link to Common Unit Assessment</i>)				
Anchor Materials		Resources		
<p>1944 State of the Union by FDR</p> <p>http://www.fdrlibrary.marist.edu/archives/stateoftheunion.html</p> <p>Riegner Telegram</p> <p>https://encyclopedia.ushmm.org/content/en/article/the-riegner-telegram</p>		<p>Documentary on rise of antisemitism- https://anightatthegarden.com/ https://www.youtube.com/watch?v=MxxxLutsKuI</p> <p>Savvas Primary Source Pages- 207- 227</p> <p>Pearl Harbor http://www.c3teachers.org/inquiries/pearl-harbor/</p> <p>US Winning WW2 - http://www.c3teachers.org/inquiries/world-war-ii/</p>		



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	<p>Atomic Bomb - https://sheg.stanford.edu/history-lessons/atomic-bomb</p> <p>Japanese Internment - https://sheg.stanford.edu/history-lessons/japanese-american-incarceration</p> <p>Japanese Internment - http://www.c3teachers.org/inquiries/internment/</p> <p>Zoot Suit Riots - https://sheg.stanford.edu/history-lessons/zoot-suit-riots</p>
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Unit 6: Postwar Society and Beginnings of the Cold War (1945-1960)	Estimated Time Frame: 8-12 Days
Inquiry Standards	
Big Idea	
<p>Students will understand America’s role as a superpower following WWII. The US developed policies for the purpose of containment in SE Asia and developed anti-communist policies to prevent the spread of communist ideas. The threat of Communism increased the need of the government to propose loyalty programs and to hunt down those who were associated with it. This aggressive approach added to the anxiety of American citizens. US citizens developed into consumers because of the economic upswing post war.</p>	
Prerequisite skills	
Cold War, Communism, Proxy Wars, arms race, Chinese Revolution	
Compelling Question	



Why did the U.S. promote containment at home and abroad after World War II?				
Supporting Questions	KAS Standards	Learning Intentions	Success Criteria	Essential Vocabulary
How did the emergence of superpowers after WWII set the stage for the Cold War?	<p>HS.UH.CE.2 Analyze the events that caused the United States to emerge as a global power between 1890-1991.</p> <p>HS.UH.CO.4 Analyze the conflicting ideologies and policies of the United States and Soviet Union and their impact, both domestically and globally, during the Cold War Era between 1945-1991.</p>	We are learning how the evolution of the Soviet Union and the United States as world powers led to international instability and conflict.	I can explain how decisions made at the end of WWII affected U.S. policies in the 1950s.	<p>Yalta Conference</p> <p>Potsdam Conference</p> <p>Iron Curtain</p> <p>NATO/Warsaw Pact</p> <p>United Nations</p>
How did the U.S. attempt to contain Communism at home and abroad?	<p>HS.UH.CE.6 Analyze how global interactions impacted American culture and society from 1890- present.</p> <p>HS.UH.CO.4 Analyze the conflicting ideologies and policies of the United States and Soviet Union and their impact, both</p>	We are learning how the United States attempted to contain communism at home and abroad.	<p>I can explain and give examples of US attempts at containment around the world.</p> <p>I can describe the effects of the Red Scare on American culture.</p>	<p>Containment (e.g. Marshall Plan, Truman Doctrine, Eisenhower Doctrine, CIA, Berlin Blockade and Airlift)</p> <p>Second Red Scare/ McCarthyism (e.g. House of Un-American Activities Committee, Julius and Ethel</p>



	domestically and globally, during the Cold War Era between 1945-1991.			<p>Rosenberg, Alger Hiss, Hollywood 10)</p> <p>Arms Race (e.g. Mutually Assured Destruction, brinkmanship)</p> <p>Proxy War: Korean War and Police Action</p>
How did the post-War domestic economy and policy impact American society?	<p>HS.UH.CE.3 Explain the political, social and economic causes and effects of economic boom and bust cycles between 1877-1945.</p> <p>HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877-present.</p>	<p>We are learning how the growth of the economy shaped the idea of the American Dream in the 1950s.</p> <p>We are learning the impacts of new technologies and the reemergence of consumerism in the 1950s.</p>	<p>I can explain how the growth of the economy shaped the idea of the American Dream in the 1950s.</p> <p>I can analyze the various ways conformity was promoted in America during the 1950s.</p>	<p>G.I. Bill</p> <p>Suburbia, Redlining, Interstate System</p> <p>Baby Boom</p> <p>Conformity (e.g. television, rock n’ roll,, car culture, teenagers, Beatniks)</p> <p>Post-War Economy</p> <p>Medical Advances (e.g. polio vaccine, birth control, pacemaker)</p>
How did the Black Civil Rights Movement	HS.UH.CE.5 Evaluate the ways in which groups facing discrimination worked to achieve	We are learning the impact of the Black Civil Rights Movements on the expansion of	I can explain how African Americans approached the expansion of civil rights in the 1950s.	<p>EO 9981</p> <p>Emmett Till</p>



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grow in the 1950s?	expansion of rights and liberties from 1877-present. HS.C.CV.3 Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally.	rights and liberties at various levels of society.		Montgomery Bus Boycott Rosa Parks Little Rock 9 <i>Brown v Board of Education</i> Martin Luther King Jr NAACP Redlining
Summative Assessment				
Anchor Question Bank link (items tied to power standards) (<i>Link to Common Unit Assessment</i>)				
Anchor Materials		Resources		
Loc.gov-McCarthyism political cartoons https://www.loc.gov/exhibits/herblocks-history/fire.html Truman Doctrine Reading		Savvas Primary Source Pages- 228-246 Cold War Start - http://www.c3teachers.org/inquiries/cold-war/ Cold War Start- https://chssp.ucdavis.edu/programs/historyblueprint/CWA1andCWW1Origins_proceduresonly.pdf Cold War Origins- SHEG- Who Started the Cold War?		



	<p>Korean War Start - https://sheg.stanford.edu/history-lessons/korean-war</p> <p>Korean War Forgotten - http://www.c3teachers.org/inquiries/forgotten-war/</p> <p>Cold War at home- https://chssp.ucdavis.edu/cwa3-containment-at-home.pdf</p> <p>1950s Women - https://sheg.stanford.edu/history-lessons/women-1950s</p> <p>Suburbs - http://www.c3teachers.org/inquiries/suburbs/</p>
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*Disclaimer: Success Criteria is the evidence students must produce to demonstrate learning. This example is not comprehensive.

Unit 7: Conflict and Reform (1960s-1980)	Estimated Time Frame: 20-24 Days
<u>Inquiry Standards</u>	
Big Idea	
<p>Students will understand the ideas of America where changing because the people were ready for change..Vietnam was a catalyst to escalate measures against Communism. The US containment policy under the Truman Doctrine meant more troops involved in the war. Domestic policies were also made to help support this effort and in return triggered a “counterculture” movement to evolve. By the end of the war, policies were put in place to control the involvement of the US militarily abroad. The Civil Rights Movement encompassed both non-violence (MLK) and a more militant approach (Malcolm X/Black Panthers) to achieving the objective of equality and both approaches found their supporters. The Government started to pass legislation like the Civil Rights Act of 1964, 1965, and 1968 to protect the rights of all. More groups would also</p>	



fight for rights based on the ideas of the War and Civil Rights movement to achieve greater success and legislation.

Prerequisite skills

Arms race, Decolonization, Containment, Conformity, Jim Crow

Compelling Question

Why is it difficult to be a united nation?

Supporting Questions	KAS Standards	Learning Intentions	Success Criteria	Essential Vocabulary
How did US involvement in the Cold War increase tensions between the US and other nations?	HS.UH.CO.4 Analyze the conflicting ideologies and policies of the United States and Soviet Union and their impact, both domestically and globally, during the Cold War Era between 1945-1991.	We are learning how conflicting ideologies between the United States and the Soviet Union compelled the US to become involved in the affairs of other nations.	I can describe foreign policy decisions during the 1960s.	Domino Theory Arms Race/ Space Race Cuba (e.g. Fidel Castro, Bay of Pigs, Cuban Missile Crisis, Flexible Response)
How did media exposure during the Vietnam War change public opinion over time?	HS.C.PR.2 Analyze the role of elections, bureaucracy, political parties, interest groups and media in shaping public policy.	We are learning the role of the media in exposing the US public to controversies in the role of the US in Vietnam	I can explain the causes of American involvement in the Vietnam War. I can analyze the role of the media in exposing Americans to controversies in Vietnam.	Vietnam (e.g. Gulf of Tonkin Resolution, Viet Cong, Ngo Dinh Diem v. Ho Chi Minh, Operation Rolling Thunder, Vietnamization, Paris Peace Accords, War Powers Act) Guerilla Warfare (e.g. Tet



				<p>Offensive)</p> <p>Credibility Gap (e.g. Napalm, Agent Orange, My Lai Massacre, Pentagon Papers)</p> <p>Counterculture (e.g. Kent State Massacre, Living Room War, <i>Tinker v. Des Moines</i>)</p>
<p>How did the Black Civil Rights Movement continue to grow and divide in the 1960s?</p>	<p>HS.UH.CE.5 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.</p> <p>HS.C.CV.3 Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally.</p>	<p>We are learning how Black Americans facing discrimination had various approaches to achieve expansion of civil rights and liberties.</p> <p>We are learning the impact of the Black civil rights movements on the expansion of rights and liberties at various levels of society.</p>	<p>I can evaluate how groups facing discrimination approached expansion of civil rights and liberties.</p> <p>I can evaluate how Black Americans facing discrimination approached expansion of civil rights and liberties.</p> <p>I can describe the impact of the Black civil rights movements on the expansion of rights and liberties for various groups of society.</p>	<p>Civil Disobedience</p> <p>Desegregation</p> <p>Malcolm X</p> <p>Black Power Movement</p> <p>Black Panthers</p> <p>Children’s March</p> <p>Bloody Sunday (Selma)</p> <p>March on Washington</p> <p>SNCC</p> <p>CORE</p>



				<p>Civil Rights Act 1964</p> <p>Voting Rights Act 1965</p> <p>Civil Rights Act 1968 (e.g. Fair Housing Act, redlining)</p>
<p>How did civil rights expand to include diverse groups of Americans during the 1960s and 1970s?</p>	<p>HS.UH.CE.5 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.</p> <p>HS.C.CV.3 Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally.</p>	<p>We are learning how groups facing discrimination had various approaches to achieve expansion of civil rights and liberties.</p> <p>We are learning the impact of multiple civil rights movements on the expansion of rights and liberties at various levels of society</p>	<p>I can evaluate how groups facing discrimination approached expansion of civil rights and liberties.</p> <p>I can evaluate how groups facing discrimination approached expansion of civil rights and liberties.</p> <p>I can describe the impact of civil rights movements on the expansion of rights and liberties for various groups of society.</p>	<p>Native American Civil Rights (e.g. Red Power Movement, Occupation of Alcatraz, Trail of Broken Treaties/Longest Walk, Clyde Bellecourt)</p> <p>Feminism / Women's Movement (e.g. Betty Friedan, <i>Feminine Mystique</i>, Gloria Steinem, <i>Roe v. Wade</i>, Equal Rights Amendment Phyllis Schlafly)</p> <p>Hispanic Rights (e.g. Cesar Chavez, Delores Huerta, SCLC, SNCC, United Farm Workers of America, Chicano Movement, Great Grape Boycott, Mendez v. Westminster)</p>



				LGBTQ Movement (e.g. Stonewall Riots, Harvey Milk)
To what extent did the federal government address problems in U.S. society in the 1960s & 70s?	<p>HS.C.CP.4 Evaluate how the U.S. judicial system is designed to uphold equality before the law, due process and inalienable rights.</p> <p>HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.</p>	<p>We are learning how the Great Society was designed to promote the general welfare of the United States population.</p> <p>We are learning the role of individuals and the federal government in the expansion of civil rights of diverse groups.</p>	<p>I can examine the role of individuals and the federal government in the expansion of rights of diverse groups.</p> <p>I can determine the extent to which the Great Society promoted the welfare of society.</p>	<p>Great Society</p> <p>War on Poverty (e.g. urban renewal, Medicaid / Medicare, Head Start, Elementary/Secondary Act, Job Corps)</p> <p>Warren Court (e.g. <i>Miranda v. Arizona</i>)</p>
What was the legacy of the Nixon administration's foreign and domestic policy?	<p>HS.C.CP.1 Explain how the U.S. Constitution embodies the principles of rule of law, popular sovereignty, republicanism, federalism, separation of powers and checks and balances to promote general welfare.</p> <p>HS.C.PR.2 Analyze the</p>	<p>We are learning how constitutional principles are challenged by the expansion of the executive branch.</p> <p>We are learning the impact of Watergate on public trust in government.</p> <p>We are learning how different groups in the</p>	<p>I can explain the events of Nixon's foreign policy.</p> <p>I can describe events in Nixon's administration that led to distrust in the government.</p>	<p>EPA (e.g. Rachel Carson <i>Silent Spring</i>, Clean Water Act)</p> <p>Detente (e.g. Opening China, SALT I)</p> <p>OSHA</p> <p>Watergate (e.g. US v. Nixon, Ford's Pardon of Nixon)</p>



	role of elections, bureaucracy, political parties, interest groups and media in shaping public policy.	US and abroad impacted government policy.		<p>War Powers Act</p> <p>Southern Strategy</p> <p>Saturday Night Massacre</p> <p>CREeP</p> <p>Inflation</p>
Why was Carter largely seen as ineffective in addressing problems faced by the United States?	<p>HS.E.ST.3 Explain how international economic trends and policies affect political, social and economic conditions in various nations.</p> <p>HS.E.MA.2 Analyze ways in which competition and government regulation influence what is produced and allocated in an economy.</p>	<p>We are learning the consequences of US involvement in the Middle East.</p> <p>We are learning how changes in economic competition impacted the US foreign and domestic energy policy</p>	I can describe how economic trends and policies affected the US during the Carter administration.	<p>Energy Crisis (e.g. Domestic Oil Production, OPEC, Three Mile Island)</p> <p>National Energy Act</p> <p>Iranian Hostage Crisis</p> <p>Camp David Accords</p> <p>Stagflation</p>
Summative Assessment				
Anchor Question Bank link (items tied to power standards) (Link to Common Unit Assessment)				
Anchor Materials		Resources		
Brown v BOE Opinion		Savvas Primary Source Pages-247- 280		



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http://landmarkcases.c-span.org/pdf/Brown_Warren_Opinion.pdf

Letter from a Birmingham Jail

<https://teachingamericanhistory.org/document/letter-from-birmingham-city-jail-excerpts/>

I Have a Dream Speech

<https://freedomring.stanford.edu/?view=Speech>

Gulf of Tonkin -

<https://sheg.stanford.edu/history-lessons/gulf-tonkin-resolution>

Cuban Missile Crisis -

<https://sheg.stanford.edu/history-lessons/cuban-missile-crisis>

Guatemala -

<https://sheg.stanford.edu/history-lessons/cold-war-guatemala>

DBQ Project - Berlin, Korea, Cuba: How Did the US Contain Communism?

Martin Luther King, Jr.

Declaration of Independence from the War in Vietnam (April 4, 1967)

<https://kinginstitute.stanford.edu/encyclopedia/beyond-vietnam>

AntiWar -

<https://sheg.stanford.edu/history-lessons/anti-vietnam-war-movement>

Is Protest Patriotic -

<http://www.c3teachers.org/inquiries/patriotism/>

DBQ Project - Martin Luther King and Malcolm X: Whose Philosophy Made the Most Sense for America in the 1960s?

Emmett Till

<https://www.facinghistory.org/resource-library/emmett-till-series-four-lessons>



	<p>Civil Rights Photos - https://sheg.stanford.edu/history-lessons/civil-rights-movement-photos</p> <p>Nonviolent Protest - http://www.c3teachers.org/inquiries/civil-rights/</p> <p>Stonewall Riots - https://sheg.stanford.edu/history-lessons/stonewall-riots</p> <p>ERA - https://sheg.stanford.edu/history-lessons/equal-rights-amendment</p> <p>Sit ins - https://www.npr.org/templates/story/story.php?storyId=6355095</p> <p>Civil Rights Act - 1964 - https://sheg.stanford.edu/history-lessons/civil-rights-act-1964</p> <p>Voting Rights Act - https://archive.nytimes.com/www.nytimes.com/interactive/2013/06/23/us/voting-rights-act-map.html</p> <p>DBQ Project - Politics or Principle: Why Did L.B.J. Sign the Civil Rights Act of 1964?</p> <p>Great Society - https://sheg.stanford.edu/history-lessons/great-society</p>
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Unit 8: US Role in a Changing World (1980-present)		Estimated Time Frame:		
<u>Inquiry Standards</u>				
Big Idea				
<p>Students will understand the role of modern America in the context of the post -Cold War world. Middle-East relations have been challenging for the US since WWII. Middle-Eastern extremists view the US as controlling due to the economic power that the US holds. Persian Gulf Wars, and 9/11 have changed US policy towards the Middle East. Globalization has allowed for there to be more freedom economically by allowing US businesses to open new markets abroad and open trade in those areas. However, there have been challenges with US society and domestic policies with the people and changing ideas.</p> <p>*Suggested to cover these concepts by President</p>				
Prerequisite skills				
Compelling Question				
How has the US reacted to domestic and international conflict and change?				
Supporting Questions	KAS Standards	Learning Intentions	Success Criteria	Essential Vocab
How did the Reagan Administration’s policies impact	HS.C.PR.3 Evaluate intended and unintended consequences of public policies locally,	We are learning the impacts of government policies on the health of the US economy and culture in the 1980s.	I can explain the impact of the Reagan Administration policies on diverse groups.	Reaganomics (e.g. Deficit, Trickle-Down Economics, Social Spending Cuts, Deregulation)



<p>American culture?</p>	<p>nationally and internationally.</p> <p>HS.E.MA.4 Analyze the impact of fiscal policies, various government taxation and spending policies on the economy.</p> <p>HS.UH.CE.4 Assess the health of the U.S. economy by applying the economic indicators of inflation, deflation, Gross Domestic Product (GDP) and unemployment from 1877-present.</p>		<p>I can explain the impact of the Reagan Administration policies on the economy.</p>	<p>Consumerism (e.g. Credit Cards, Black Monday)</p> <p>War on Drugs (e.g. D.A.R.E., Anti-Drug Abuse Act, “Just Say No” campaign, Nancy Reagan)</p> <p>Moral Majority (e.g. New Right, Conservative Resurgence)</p> <p>AIDS crisis</p>
<p>To what extent did the US influence the end of the Cold War?</p>	<p>HS.UH.CO.4 Analyze the conflicting ideologies and policies of the United States and Soviet Union and their impact, both domestically and globally, during the Cold War Era between 1945-1991.</p>	<p>We are learning the role the U.S. played in ending the Cold War.</p>	<p>I can describe the factors that contributed to the end of the Cold War.</p>	<p>Evil Empire</p> <p>Glasnost</p> <p>Perestroika</p> <p>Fall of the Berlin Wall</p> <p>Gorbachev</p> <p>Revolutions of 1989</p>



				<p>Strategic Defense Initiative (“Star Wars”)</p> <p>Fall of the Soviet Union</p>
<p>How has the U.S. engagement in the Middle East changed over time?</p>	<p>HS.C.PR.3 Evaluate intended and unintended consequences of public policies locally, nationally, and internationally.</p> <p>HS.UH.CO.5 Analyze examples of conflict and compromise between the United States and other nations, groups, and individuals in the post-Cold War Era from 1991-present.</p> <p>HS.UH.CH.6 Analyze the role of the United States in global affairs in the post-Cold War Era from 1991-present.</p>	<p>We are learning about the change in U.S foreign policy in the post Cold War era.</p>	<p>I can describe the US’s role in Middle Eastern conflicts.</p>	<p>Israel (e.g. Palestine, Camp David Summit)</p> <p>Iran-Contra Affair</p> <p>Iraq (e.g. Persian Gulf Wars, Saddam Hussein, Operation Iraqi Freedom)</p> <p>Afghanistan (e.g. Eisenhower Doctrine, Terrorism, 9/11, World Trade Center, Osama bin Laden, Al Qaeda, Department of Homeland Security, U.S.A. P.A.T.R.I.O.T. Act)</p>
<p>How did changes in</p>	<p>HS.C.CP.4 Evaluate how the U.S. judicial</p>	<p>We are learning how the judicial system and</p>	<p>I can analyze the changes and continuities in US</p>	<p>Immigration Act of 1965</p>



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<p>immigration patterns challenge American principles?</p>	<p>system is designed to uphold equality before the law, due process and inalienable rights.</p> <p>HS.UH.CO.2 Evaluate domestic responses to migration and immigration in the United States from 1877-present.</p>	<p>society have reacted to changing immigration patterns.</p>	<p>immigration.</p>	<p>Undocumented</p> <p>Asylum seekers</p> <p>Sanctuary cities</p> <p>DREAM Act & “Dreamers”</p> <p>DACA</p> <p>ICE (Immigration and Customs Enforcement)</p>
<p>How has domestic conflict been a catalyst for change?</p>	<p>HS.C.CV.2 Assess how the expansion of civic virtues, democratic principles, constitutional rights and human rights influence the thoughts and actions of individuals and groups.</p> <p>HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United</p>	<p>We are learning how various groups have worked to expand rights to increased numbers of groups in the US.</p> <p>We are learning why various groups have felt excluded from US society and culture.</p>	<p>I can draw connections between historical and modern civil rights.</p> <p>I can explain how the US has responded to domestic conflict.</p>	<p>Police Brutality (Rodney King, LA riots)</p> <p>Black Lives Matter Movement</p> <p>Domestic Terrorism (OKC Bombing)</p> <p>Gun Control (Brady Act, DC v. Heller)</p> <p>DOMA</p> <p>Don’t Ask Don’t Tell</p>



	States in the world from 1877-present.			<p>Military Transgender Ban</p> <p><i>Obergefell v. Hodges</i></p> <p>Women’s March on Washington</p> <p>Americans with Disabilities Act</p>
How has the United States dealt with economic difficulties?	<p>HS.E.MA.3 Describe the externalities of government attempts to remedy market failure and improve market outcomes through fiscal policy.</p> <p>HS.E.MA.1 Evaluate how values and beliefs like economic freedom, equity, full employment, price stability, security, efficiency and growth help to form different types of economic systems.</p>	<p>We are learning how the US government intervenes to address economic difficulties.</p> <p>We are learning the effectiveness of government policies achieving democratic economic values.</p>	I can evaluate how the US government intervenes in economic crises.	<p>2008 Financial Crisis & Great Recession</p> <p>American Recovery and Reinvestment Act</p> <p>NAFTA/USMCA</p> <p>US-China Trade War</p> <p>Multinational corporation</p> <p>Globalization</p>
How has technology facilitated	HS.UH.CH.5 Analyze the impact of technology and new	We are learning the impacts of technology on society and the US	I can explain the evolution of technology and its impacts on	<p>Dotcom bubble</p> <p>Social Media</p>



change in the post-Cold War era?	ideas on American culture from 1877-present.	economy post-Cold War.	American society.	<p>Bill Gates</p> <p>Cellphones/Smartphones</p> <p>Internet</p> <p>Content Creators / Influencers</p> <p>Digital Literacy</p> <p>Cyberbullying</p> <p>Amazon (online shopping)</p>
What has the U.S. done to address environmental challenges at home and abroad?	<p>HS.UH.CH.6 Analyze the role of the United States in global affairs in the post-Cold War Era from 1991-present.</p> <p>HS.G.HE.2 Analyze how human settlements are influenced by or influence the relationship between people and the environment.</p>	<p>We are learning how human actions have impacted the environment.</p> <p>We are learning the role of government and private organizations in addressing environmental challenges domestically and internationally.</p>	I can analyze the impact of human actions on the environment.	<p>Impacts on Environment (e.g. Pollution, Oil Spills and Pipelines, Over-farming, deforestation, overfishing, ocean acidification)</p> <p>Climate Change (e.g. Global Warming, Tsunami, Wildfires, Greenhouse Effect, Hurricanes, Flooding)</p> <p>Responses to Climate</p>



				Change and Events (e.g. EPA, Paris Climate Agreement, FEMA, Red Cross, Keystone XL Pipeline Protests)
Summative Assessment				
Anchor Question Bank link (items tied to power standards) (<i>Link to Common Unit Assessment</i>)				
Anchor Materials		Resources		
Reagan A Time for Choosing https://www.presidency.ucsb.edu/documents/address-behalf-senator-barry-goldwater-time-for-choosing		Savvas Primary Source Pages 298- 319 Iraq Resolution - https://sheg.stanford.edu/history-lessons/iraq-resolution Choices Curriculum- Terrorism The Supreme Court Affirms the Rights of Undocumented Immigrants - http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3708 Free Trade - http://www.c3teachers.org/inquiries/free-trade/ Katrina - https://sheg.stanford.edu/history-lessons/hurricane-katrina Savvas Primary Source Pages 281- 297		



	<p>Nixon Resigns http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=1123</p> <p>Excerpts from Iran Hostage Situation http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=1079</p> <p>Teheran Students Seize U.S Embassy And Hold Hostages: Ask Shah's Return And Trial http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=1173</p> <p>Reagan (and Johnson) - http://www.c3teachers.org/inquiries/johnson-and-reagan/</p> <p>Reaganomics - https://sheg.stanford.edu/history-lessons/reaganomics-sac</p> <p>Choices- US Role in the Changing Role</p>
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